DOCUMENT RESUME

ED 354 257 TM 019 510

AUTHOR	Ingels, Steven J.; And Others
TITLE	National Education Longitudinal Study of 1988. First Follow-Up: Dropout Component Data File User's Manual.
INSTITUTION	National Opinion Research Center, Chicago, Ill.
SPONS AGENCY	National Center for Education Statistics (ED), Washington, DC.
REPORT NO	NCES-92-083
PUB DATE	Nov 92
NOTE	458p.
PUB TYPE	Guides - Non-Classroom Use (055) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC19 Plus Postage.
DESCRIPTORS	Databases; *Data Collection; Data Processing; Dropout Research; *Dropouts; *Followup Studies; National Surveys; *Research Design; *Sampling; Secondary Education
IDENTIFIERS	*Data Files; Educational Information; *National Education Longitudinal Study 1988; User Guides; Weighting (Statistical)

ABSTRACT

This manual has been produced to familiarize data users with the procedures followed for data collection and processing of the first follow-up dropout component of the National Education Longitudinal Study of 1988 (NELS:88). Necessary documentation is also provided for use of the data files. The base-year population covered by the NELS:88 included only those eighth graders who were considered capable of filling out a NELS:88 student questionnaire and completing the NELS:88 student test. Thus, projected student counts from the NELS:88 may not match official enrollment statistics. Chapter 1 begins with an overview and history of the NELS:88 program, and Chapter 2 contains a general description of the data collection instruments for the base year and the first follow-up studies. The sample design and weighting procedures are documented in Chapter 3. Data collection procedures, schedules, and results are in presented Chapter 4. Chapter 5 describes data control and data preparation activities. Data processing is described in Chapter 6, and Chapter 7 describes the organization and contents of the data files and provides important suggestions for using them. Fifteen appendixes provide technical details. Appendix J contains the follow-up questionnaire itself, and Appendix K presents a questionnaire supplement. There are 22 data tables in the text, along with 14 illustrative figures. The appendixes contain 11 additional tables. (SLD)

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User's Manual November 1992

National Education Longitudinal Study of 1988

First Follow-Up: Dropout Component Data File User's Manual

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User's Manual November 1992

National Education Longitudinal Study of 1988

First Follow-Up: Dropout Component Data File User's Manual

NELS 88

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"The purpose of the Center shall be to collect, and analyze, and disseminate statistics and other data related to education in the United States and in other nations."—Section 406(b) of the General Education Provisions Act, as amended (20 U.S.C. 1221e–1).

November 1992

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Foreword

This manual has been produced to familiarize data users with the procedures followed for data collection and processing of the first follow-up dropout component of the National Education Longitudinal Study of 1988 (NELS:88). A corollary objective is to provide the necessary documentation for use of the data files.

Use of the data set does not require the analyst to be a statistician or sophisticated computer programmer. Most social scientists and policy analysts should find the data set organized and equipped in a manner that facilitates straightforward production of statistical summaries and analyses. This manual provides extensive documentation of the content of the data files and how to use them. **Chapter VII and Appendix I, in particular, contain essential information that allows the user to immediately proceed with minimal startup cost. A careful reading of Chapter VII and Appendix I will help users to avoid common mistakes that result in costly computer job failures or incorrect results.**

The rest of the manual provides a wide range of information on a variety of topics related to the National Center for Education Statistics (NCES) and the National Education Longitudinal Study of 1988 (NELS:88). Chapter I begins with an overview and history of NCES National Education Longitudinal Studies program and the various studies that it comprises. Chapter II contains a general description of the data collection instruments used in the NELS:88 base year and first follow-up studies.

The sample design and weighting procedures used in the base year and first follow-up studies are documented in Chapter III, as well as non-sampling measurement errors and problematic variables.

Data collection procedures, schedules, and results are presented in Chapter IV. Chapter V describes data control and data preparation activities such as monitoring receipt of questionnaires, editing and coding, and retrieval and archiving. Data processing, including the conversion of questionnaire data to machine-readable form, machine editing, and construction of the merged, clean data tapes is the subject of Chapter VI. Finally, Chapter VII describes the organization and contents of the data files and provides important suggestions for using them.

The appendices contain the student questionnaires used in the base year and first follow-up and to be used in the second follow-up; a list of the critical items in the first follow-up student questionnaire; the record layout for the student first follow-up questionnaire; specifications for the composite variables; a description of related data files available from NCES; and guidelines for Statistical Analysis System (SAS) users. A codebook for the student questionnaire data constitutes the final section of the manual.

In addition to the core study described in this manual, a number of supplemental NELS:88 components are also described in Appendix A. Earlier NCES longitudinal studies that may be of interest to NELS:88 users are also described in Appendix B. They include: the High School and Beyond (HS&B) base year files; merged HS&B first, second, and third follow-up files; related HS&B files; and assorted files related to the National Longitudinal Study of the High School Class of 1972 (NLS-72).

It should be noted that the base year population covered by NELS:88 included only those eighth graders who were considered capable of filling out a NELS:88 student questionnaire and completing the NELS:88 student test. As a result of this requirement, projected student counts from NELS:88 may not match official enrollment statistics. Additional information on sample eligibility and ineligibility is provided in Chapter III, section 3.4.4.

A Note on Data Use and Confidentiality

The NELS:88 base year and first follow-up data files are released in accordance with the provisions of the General Education Provisions Act (GEPA) [20 USC 122e 1] and the Carl D. Perkins Vocational Education Act. GEPA assures privacy by ensuring that respondents will never be individually identified.

The National Center for Education Statistics (NCES) is responsible under Public Law 100-297 for protecting the confidentiality of individually identifiable respondents, and is releasing this data set to be used for statistical purposes only. Record matching or deductive disclosure by any user is prohibited.

To ensure that the confidentiality provisions contained in PL 100-297 have been fully implemented, procedures commonly applied for disclosure avoidance in other Government-sponsored surveys were used in preparing the data files associated with this manual. These include suppressing, abridging, and recoding identifiable variables. Every effort has been made to provide the maximum research information that is consistent with reasonable confidentiality protections. Deleted, abridged, and/or recoded variables appear with an explanatory footnote in the codebook attached to each user's manual.

Acknowledgments

A study such as this is built first and foremost upon the students (and school leavers), teachers, school principals, and parents who have so generously provided its basic data. We are grateful for their cooperation. We also thank the considerable numbers of school personnel who have so enthusiastically assisted in the implementation of NELS:88.

We wish as well to acknowledge the role of a number of other individuals in the realization of the aims of this study. Penny A. Sebring launched the NELS:88 first follow-up, as the initial NORC project director. Harrison Greene as the task leader for the field test, Barbara Schneider as task leader for questionnaire design, and Donald Rock and Judith Pollack of the Educational Testing Service as task leaders for cognitive test development also contributed significantly to the project.

We are grateful, also, to NCES staff in the Longitudinal and Household Studies Branch who worked closely with us on this project. Jeffrey Owings, branch chief and sometimes project officer for the first follow-up; Shi-Chang Wu, who oversaw the final stages of the study; Anne Hafner (formerly of NCES), who served as project officer through the field period; and other branch staff -- Ralph Lee, Jerry West, and Peggy Quinn -- all contributed to various aspects of this study. Bob Burton of the Statistical Standards and Methodology Division offered much helpful statistical advice and review.

Larry Suter of the National Science Foundation, Dick Berry (formerly of the National Science Foundation), and Carmen Simich-Dudgeon of the Department's Office of Bilingual Education and Minority Languages Affairs (OBEMLA) also worked hard to help us realize and extend the potential of NELS:88.

In addition, we would like to thank members of what began in the base year as our National Advisory Panel, and became in 1989 the NELS:88 First Follow-Up Technical Review Panel. The panelists -- Jerald G. Bachman, Gordon Ensign, Lyle V. Jones, Nancy Karweit, Richard J. Murnane, Patricia Shell, Marshall Smith, and John Stiglmeier -- provided wise counsel on many difficult issues of design, instrumentation, and implementation. Aaron Pallas, Anthony Bryk, and Senta Raizen, consultants to the first follow-up, also contributed to the design and success of the study.

The authors also wish to acknowledge those who contributed to the production of this manual. Paul Buckley, Kenneth A. Rasinski, Bruce Spencer, and Roger Tourangeau provided technical and statistical advice; Rasinski and Tourangeau thoughtfully reviewed key chapters as well. Supriti Sehra documented procedures, conceived and produced various illustrative figures and diagrams, and generated critical first follow-up statistics. Programmers Gloria Rauens, Ruth Moayyad, Shiow-Ling Tsai-Ma, and David Pieper painstakingly constructed the composites and data files, and also generated statistics reported throughout the manual. Our appreciation is also extended to Robin L. Powell and Amelia Solorio for their patience and thoroughness in the production of the manuscript.

Finally, we would like to thank the 180 NORC field interviewers and supervisors who with such energy and determination collected the NELS:88 data. The final response rates -- a cooperation rate of over 98 percent from school districts and schools, 94 percent participation from students, and 91 percent participation from dropouts -- testify to their dedication and the success of their efforts.

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I. Introduction

This manual provides guidance and documentation for users of the public release data for the dropout component of the National Education Longitudinal Study of 1988 (NELS:88). Information about the purposes of the study, the data collection instruments, sample design, and data collection and data processing procedures is presented in this manual.

1.1 NELS:88 First Follow-Up Dropout Survey

The dropout component of the NELS:88 first follow-up renders one of the richest sources of data for researchers interested in the issues related to the process of dropping out of school as it occurs from eighth grade on. The dropout survey provides an unprecedented opportunity to study young dropouts on a national scale, to examine the contextual factors associated with dropping out, especially those related to the school, and to profile the movement of students in and out of school. NELS:88 is the first national education longitudinal study to begin with an eighth-grade cohort and thus the first to yield data on early dropouts. (Previously, HS&B began with second-semester tenth graders; data on school leaving prior to the eleventh grade was not captured.)

The enrollment status of sample members was ascertained at three distinct points in time during the course of first follow-up activities: phase 1, when sample members were traced to schools (or located out of school); phase 2, when interviewers contacted schools to reverify enrollment and conduct sample freshening; and phase 3, the data collection period. As Table 1.1-1 shows, a sample member could be classified as a dropout during any one of these time periods; the administration of a dropout questionnaire depended on his or her status during phase 3. The dropout questionnaire and cognitive test were administered to any sample member who had been out of school for twenty or more consecutive days in the spring term of 1990 when an NORC interviewer contacted them to be surveyed. The questionnaires collected data on the sample member's school attendance; determinants of leaving school; relationships with school personnel, peers, and family; work; and self-perception and attitudes.

Table 1.1-1
Verification of first follow-up sample members' enrollment status

Phase 1	Phase 2	Phase 3	
Student	Student	Dropout	Receive dropout questionnaire
Student	Dropout	Dropout	
Dropout	Student	Dropout	
Dropout	Dropout	Dropout	
Student	Student	Student	Receive student questionnaire
Student	Dropout	Student	
Dropout	Student	Student	
Dropout	Dropout	Student	

1.2 First Follow-Up Dropout Sample

The sample design of the first follow-up was implemented in two steps. First, to fulfill the longitudinal objective of NELS:88, base year sample members were selected for the first follow-up with non-zero probabilities related to the characteristics of their 1990 schools. (Eighth-grade cohort sample members who were determined to be out of school were retained in the sample with certainty.) Next, in order to make the sample representative of all students enrolled in the tenth grade in the 1989-90 school year, the longitudinal cohort was "freshened" with students who were not in eighth grade in 1987-88 but in tenth grade in 1989-90. These two groups--base year retained sample members and freshened students--make up the core first follow-up sample.

First follow-up sample members were followed and surveyed in the spring of 1990. At the end of the data collection period, a fifty percent subsample of "potential dropouts" (those who had missed survey sessions at the school or remained unlocated when data collection was suspended in July of 1990) was drawn. The subsample of potential dropouts and the population of pre-identified dropouts were pursued and surveyed in the second data collection effort from January to June of 1991. Additional information about the sample design, including all subsampling procedures, is presented in Chapter III of this manual.

The first follow-up sample can be defined in several ways depending on the types of analyses one wishes to perform, and dropout populations vary with regard to sample definition.[1] There are four discrete population definitions of the first follow-up sample which yield data for different dropout sample types, and for which separate and distinct dropout and stopout[2] rates can be estimated. Table 1.2-1 defines populations, dropout sample types, and dropout rates. For a full account of the implication of these different populations for dropout analysis, please refer to Appendix D.

In addition to analyzing dropout data, one can also study stopouts and examine chronic truancy by using the first follow-up student component data file. By combining both first follow-up data files--student and dropout--the user is afforded the possibility of utilizing the different sample definitions in order to obtain a more complete picture of school leaving. By combining first follow-up dropout data with those of the base year, longitudinal analyses can be conducted to better address the issue of school retention and the contextual factors associated with the decision to drop out. Codebooks in both the student and dropout data file user's manuals are prefaced with a description of the data files, including the flags and weights to be used when performing the various levels of analyses.

1.3 Structure of the Dropout Data File

The dropout data file contains records for 1,043 sample members who completed a first follow-up dropout questionnaire, along with appropriate weights, flags, and composite variables. Of the 1,043 dropout respondents, 75 percent completed the full or slightly modified version of the dropout instrument,

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[1] For purposes of questionnaire administration, NELS:88 defined dropouts as sample members who were not attending school for twenty or more consecutive days in the spring term of the 1989-90 school year when an NORC interviewer contacted them to be surveyed.

[2] A stopout is defined as a first follow-up sample member who had one or more dropout episodes between the spring term of 1988 and that of 1990, but returned to and remained in school for at least 2 weeks prior to the date of survey administration in the spring term of 1990. (See Section 4.3.2 for more information.)

Table 1.2-1
NELS:88 Populations, Dropout/Stopout Samples, and File Locations

NELS:88 Population	Dropout/Stopout Sample Type and Rates	Location
Longitudinal eighth-grade cohort: The population of *eligible* base year sample members who were retained in the first follow-up.	**Eighth-grade cohort dropouts**: Eligible 1988 eighth graders not in school in spring of 1990. Dropout rate = 6.1%	Dropout data file
	Eighth-grade cohort stopouts: Eligible 1988 eighth graders attending school two years later, but having one or more dropout episodes since spring of 1988. Stopout rate = .8%	Student data file
Longitudinal expanded eighth-grade cohort: Participating and nonparticipating, eligible and *ineligible* eighth-grade sample members.	**Expanded eighth-grade cohort dropouts**: Eligible and ineligible 1988 eighth graders not enrolled in school in spring term of 1990. Dropout rate = 6.8%	Not available on public release data files.
First follow-up cross-sectional sophomore cohort: First follow-up sample members in the tenth grade in the spring of 1990. Only this cohort is fully comparable to the HS&B sophomore cohort.	**Sophomore cohort stopouts**: Members of the eighth-grade and freshened cohorts who had one or more dropout episodes and were in school in the spring term of 1990. (By definition, the sophomore cohort does not include dropouts.) Stopout rate = .8%	Student data file

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Note: The student data file also includes dropout frequencies for 21 items which overlap between student and dropouts, and which were asked of all participating students and dropouts, regardless of the questionnaire form they completed.

Table 1.2-1 (cont.)
NELS:88 Populations, Dropout/Stopout Samples, and File Locations

NELS:88 Population	Dropout/Stopout Sample Type and Rates	Location
First follow-up full sample: All first follow-up sample members-- the eighth-grade cohort and the 1990 tenth-grade freshened sample.	**Eighth-grade cohort dropouts and stopouts**: Defined above.	
	Freshened cohort dropouts: First follow-up sample members enrolled in tenth grade as of the first school day of 1989-90, but not enrolled in spring term of same school year.	Dropout data file
	Freshened cohort stopouts: First follow-up sample members enrolled in tenth grade on the first day of 1989-90 school year and in the 1990 spring term, but having one or more dropout episodes between the two dates.	Student data file

---

Note: The student data file also includes dropout frequencies for 21 items which overlap between student and dropouts, and which were asked of all participating students and dropouts, regardless of the questionnaire form they completed.

and 25 percent completed the abbreviated version used in the second data collection period. Because the majority of items were not included on the abbreviated instrument (and asked of only three-quarters of the respondents), they exhibit a high degree of nonresponse. To compensate for this, two additional weights were created to be used with these items only. A new flag was also developed to indicate the type of questionnaire (full, modified, or abbreviated) administered, and consequently, the appropriate weight to be used.

This file can be used alone or merged with the first follow-up student file or base year student, parent, teacher, and school files. However, the use of nonresponse-adjusted weights for certain items and an additional questionnaire flag somewhat complicate the use of the dropout data in combination with data from other components. Merging the dropout data file with other first follow-up or base year files involves a few more steps and precautions; users are therefore urged to acquaint themselves with the explanations provided in Chapter VII before doing so.

Data for 468 items are included in the dropout file; 57 of these are asked in all versions of the dropout questionnaire. There are 257 items on the dropout data file which overlap with the student data file -- 21 of these are included in all versions of the dropout instrument. Though all overlapping items are contained in the dropout file, only the overlapping items asked of all dropout respondents are included on the student file.

1.4 Organization of the Data User's Manuals

Four manuals have been produced for the NELS:88 first follow-up, one to accompany each of four public release files: student, dropout, teacher, and school. Each manual furnishes the user with general information and documentation, as well as information and documentation for use with a specific public release data file. This manual may also be utilized with the restricted use data files, as variables that were modified or suppressed on the public use files, but appear on the restricted use version of the data, are included in the codebook.

1.5 NCES National Education Longitudinal Studies Program

The U.S. Department of Education's National Center for Education Statistics (NCES) is mandated to "collect and disseminate statistics and other data related to education in the United States" and to "conduct and publish reports on specific analyses of the meaning and significance of such statistics" (Education Amendments of 1974-Public Law 93-380, Title V, Section 501, amending Part A of the General Education Provisions Act).

Consistent with this mandate and in response to the need for policy-relevant, time-series data on nationally representative samples of elementary and secondary students, NCES instituted the National Education Longitudinal Studies (NELS) program, a continuing long-term project. The general aim of the NELS program is to study the educational, vocational, and personal development of students at various grade levels, and the personal, familial, social, institutional, and cultural factors that may affect that development. The NELS program currently consists of three major studies: the National Longitudinal Study of the High School Class of 1972 (NLS-72); High School and Beyond (HS&B); and the National Education Longitudinal Study of 1988 (NELS:88). Taken together, these studies represent the educational experience of youth from three decades--the 1970s, 1980s, and 1990s. Figure 1-1 illustrates the increasing number of issues that have become part of NCES National Education Longitudinal Studies research agenda. A brief description of these issues is followed by a review of NELS:88.

1.5.1 National Longitudinal Study of the 1970s: NLS-72

The first of the NELS projects, the National Longitudinal Study of the High School Class of 1972 (NLS-72), began in the spring of 1972 with a survey of a national probability sample of 19,001 seniors from 1,061 public, secular private, and church-affiliated high schools. The sample was designed to be representative of the approximately three million high school seniors enrolled in more than 17,000 schools in the spring of 1972. Each sample member was asked to complete a student questionnaire and a 69-minute test battery. School administrators were also asked to supply survey data on each student, as well as information about the schools' programs, resources, and grading systems.

Five follow-ups, conducted in 1973, 1974, 1976, 1979, and 1986, have been completed. At the time of the first follow-up, an additional 4,450 students from the class of 1972 were added to the sample. Through intensive locating and tracking efforts, 13,912 of the 1972 base year respondents and 4,016 participants in the expanded first follow-up sample responded to the fourth follow-up in 1979. The fifth follow-up included 12,841 participants from a subsample of 14,489 respondents who participated in the base year or one of the subsequent follow-ups.

In addition to background information, the NLS-72 base year and follow-up surveys collected data on respondents' educational activities, such as schools attended, grades received, and degree of satisfaction with their educational institutions. Participants were also asked about work experiences, periods of unemployment, job satisfaction, military service, marital status, and children. Attitudinal information on self-concept, goals, participation in political activities, and ratings of their high schools are other topics for which respondents have supplied information.

1.5.2 High School and Beyond of the 1980s: HS&B

The next major longitudinal study sponsored by NCES was High School and Beyond. HS&B was initiated in order to capture changes that had occurred in education-related and more general social conditions, in federal and state programs, and in the needs and characteristics of students since the time of the earlier survey. Thus, HS&B was designed to maintain the flow of education data to policymakers at all levels who need to base their decisions on data that are reliable, relevant, and current.

Base year data collection was conducted in the spring of 1980. Students were selected using a two-stage probability sample with schools as the first-stage units and students within schools as the second-stage units. There were 1,015 public, private, and church-affiliated secondary schools in the sample and a total of 58,270 participating students. Unlike NLS-72, HS&B included cohorts of both tenth and twelfth graders. Since the base year data collection in 1980, three follow-ups of the HS&B cohorts have been completed: one in the spring of 1982; one in the spring of 1984; and the last in the spring of 1986. The fourth follow-up, of the sophomore cohort only, took place in the spring of 1992.

The four NELS program cohorts (NLS-72 seniors, the HS&B sophomores and seniors, and NELS:88 eighth graders) are displayed in Figure 1-2 according to their initial and subsequent survey years and their modal age at the time of each survey. As illustrated, NLS-72 seniors were first surveyed in 1972 at age eighteen and have been resurveyed five times since, with the last survey occurring in 1986, when these respondents were about thirty-two years of age. The HS&B cohorts have been surveyed at points in time that would permit as much comparison as possible with the time points selected for NLS-72. NELS:88 is also designed to fit into this larger analytical scheme. The NELS:88 first follow-up sophomore class of 1990 parallels the HS&B sophomore class of 1980; similarly, the second follow-up senior class of 1992 will parallel the 1980 and 1982 HS&B, and 1972 NLS-72 senior classes.

1.6 National Education Longitudinal Study of 1988: Overview

The base year of the National Education Longitudinal Study of 1988 (NELS:88) represents the first stage of a major longitudinal effort designed to provide trend data about critical transitions experienced by students as they leave elementary school and progress through high school and into postsecondary institutions or the work force. The 1988 eighth-grade cohort is being followed at two-year intervals. Policy-relevant data about educational processes and outcomes will be collected over time, especially as it pertains to student learning, early and late predictors of dropping out, and school effects on students' access to programs and equal opportunity to learn.

The first follow-up in 1990 constitutes the first opportunity for longitudinal measurements from the 1988 baseline. It also provides a comparison point to high school sophomores ten years before, as studied in HS&B. The study captures the population of early dropouts (those who leave school prior to the end of tenth grade), while monitoring the transition of the student population into secondary schooling.

The second follow-up will take place early in 1992, when most sample members will be beginning the second term of their senior year. The second follow-up provides a culminating measurement of learning in the course of secondary school, and also collects information that will facilitate investigation of the transition into the labor force and postsecondary education after high school. Because the NELS:88 sample will be freshened to represent the high school class of 1992, trend comparisons can be made to the high school classes of 1972 and 1980 that were studied in NLS-72 and HS&B. The NELS:88 second follow-up will return to students who were identified as dropouts in 1990, and will identify and survey those additional students who have left school since the prior wave.

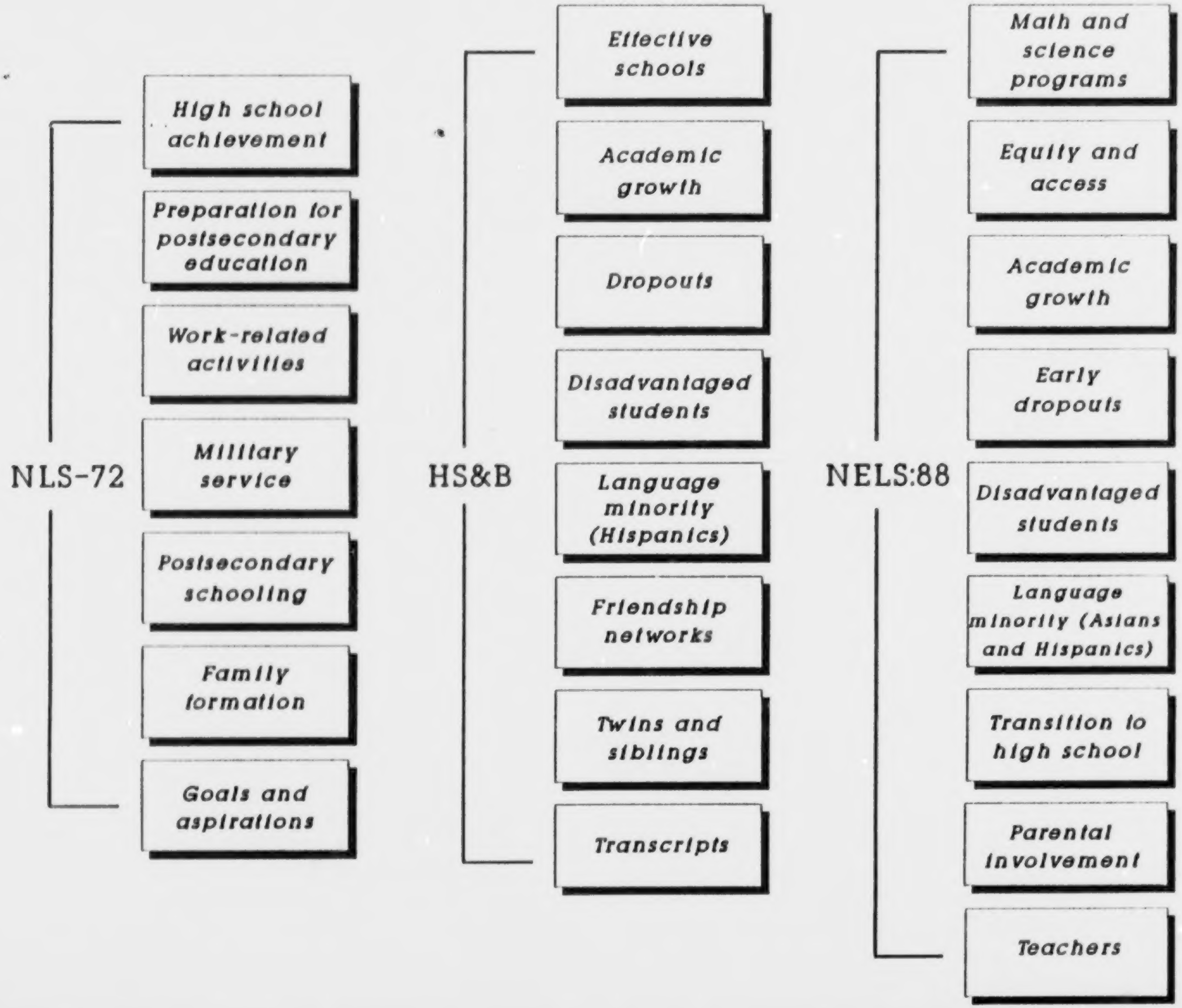
The third follow-up will take place in 1994, when most sample members will have left high school. The primary goals of the 1994 round will be to provide for trend comparisons with NLS-72 and HS&B, and to address issues of employment and postsecondary access and choice. Additionally, the third follow-up will provide a basis for assessing how many dropouts have returned to school and by what route, and for measuring the access of dropouts to vocational training programs and to other postsecondary institutions. A fourth follow-up is tentatively scheduled for 1996.

1.6.1 NELS:88 Study Objectives

NELS:88s objectives are more comprehensive than those of any education longitudinal study conducted to date. Its major features include the planned integration of student, dropout, parent, teacher, and school studies; the initial concentration on an eighth grade student cohort with planned follow-up at two-year intervals; the inclusion of supplementary components to support analyses of geographically or demographically distinct subgroups; and the design linkages to previous longitudinal studies and other current studies.

Multiple research and policy objectives are addressed through the NELS:88 design. The study is intended to produce a general purpose data set for the development and evaluation of educational policy at all governmental levels. Part of its aim is to inform decisionmakers, education practitioners, and parents about the changes in the operation of the educational system over time, and the effects of various elements of the system on the lives of the individuals who pass through it. Specifically, NELS:88 focuses on a number of interrelated policy issues, including: identification of school attributes associated with

Figure 1-1: Development of key research issues for the NCES National Education Longitudinal Studies program


NLS-72
High school achievement
Preparation for postsecondary education
Work-related activities
Military service
Postsecondary schooling
Family formation
Goals and aspirations
HS&B
Effective schools
Academic growth
Dropouts
Disadvantaged students
Language minority (Hispanics)
Friendship networks
Twins and siblings
Transcripts
NELS:88
Math and science programs
Equity and access
Academic growth
Early dropouts
Disadvantaged students
Language minority (Asians and Hispanics)
Transition to high school
Parental involvement
Teachers

achievement; the transition of different types of students from eighth grade to secondary school; the influence of ability grouping on future educational experiences and achievements; determinants of dropping out of the educational system; and changes in educational practices over time. One of the unique features of NELS:88 is the extensive attention it gives to the role of parents. It gathers data on the effect of parents' attitudes and behaviors on educational choices, the correlates of active parental involvement in the school, parental guidance, and the parent's role in the educational success of their children. Guides to the linkage between NELS:88 first follow-up questionnaire items and some of the key policy issues related to education research are provided in Figure 1-3.

1.6.2 First Follow-Up Core Study and Sample Design

The first follow-up of NELS:88 comprised the same components as the base year study, with the exception of the parent survey. The parent component will be included once again in the second follow-up, along with the collection of high school transcripts. In addition, three new components--the dropout, Base Year Ineligible Study, and School Effects Augmentation--were initiated in the first follow-up, and a freshened sample was added to the student component.

The first follow-up collected data from both in-school and out-of-school sample members. As in the base year, students were asked to complete a questionnaire and cognitive test. The cognitive test was designed to measure achievement and cognitive growth in the subject areas of mathematics, science, reading, and social studies (history/citizenship/geography). The student questionnaire collected basic background information, and asked students about such topics as their school and home environments, participation in classes and extra-curricular activities, current jobs, their goals and aspirations, and opinions about themselves. Following the base year design, two teachers of each student were asked to complete a teacher questionnaire, and a school administrator questionnaire was completed by school principals. If a student was a first-time participant of NELS:88, he or she also completed a new student supplement, containing questions on basic demographic information which were asked in the base year but not repeated in the first follow-up. The dropout questionnaire collected information in the same areas as did the student instrument, with the addition of questions which gathered school-leaving information.

The selection of students was implemented in two stages. The first stage of sampling involved the selection of 21,474 students who were in the eighth grade NELS:88 sample in 1988.[3] These students were termed "core" students. The core student sample was then augmented through a process called "freshening", the aim of which was to provide a representative sample of students enrolled in the tenth grade in the 1989-90 school year. Freshening added an additional 1,229 tenth graders (of whom 1,043 were found to be eligible and still retained after final subsampling) who were not contained in the base year sampling frame, either because they were not in the country, or were not in the eighth grade in the spring term of 1988. Additional information about the first follow-up sample design is provided in Chapter III of this manual and in the *NELS:88 First Follow-Up Final Technical Report*.

The initial data collection period for the first follow-up was from late January to July, 1990. At the end of this period, the population of nonrespondents (for example, students who had not attended the survey session or had not been located), which was believed to possibly contain "hidden" dropouts, was subsampled and further pursued in a second data collection effort conducted between January and June of 1991. The populations of sample members previously identified as dropouts and base year ineligible

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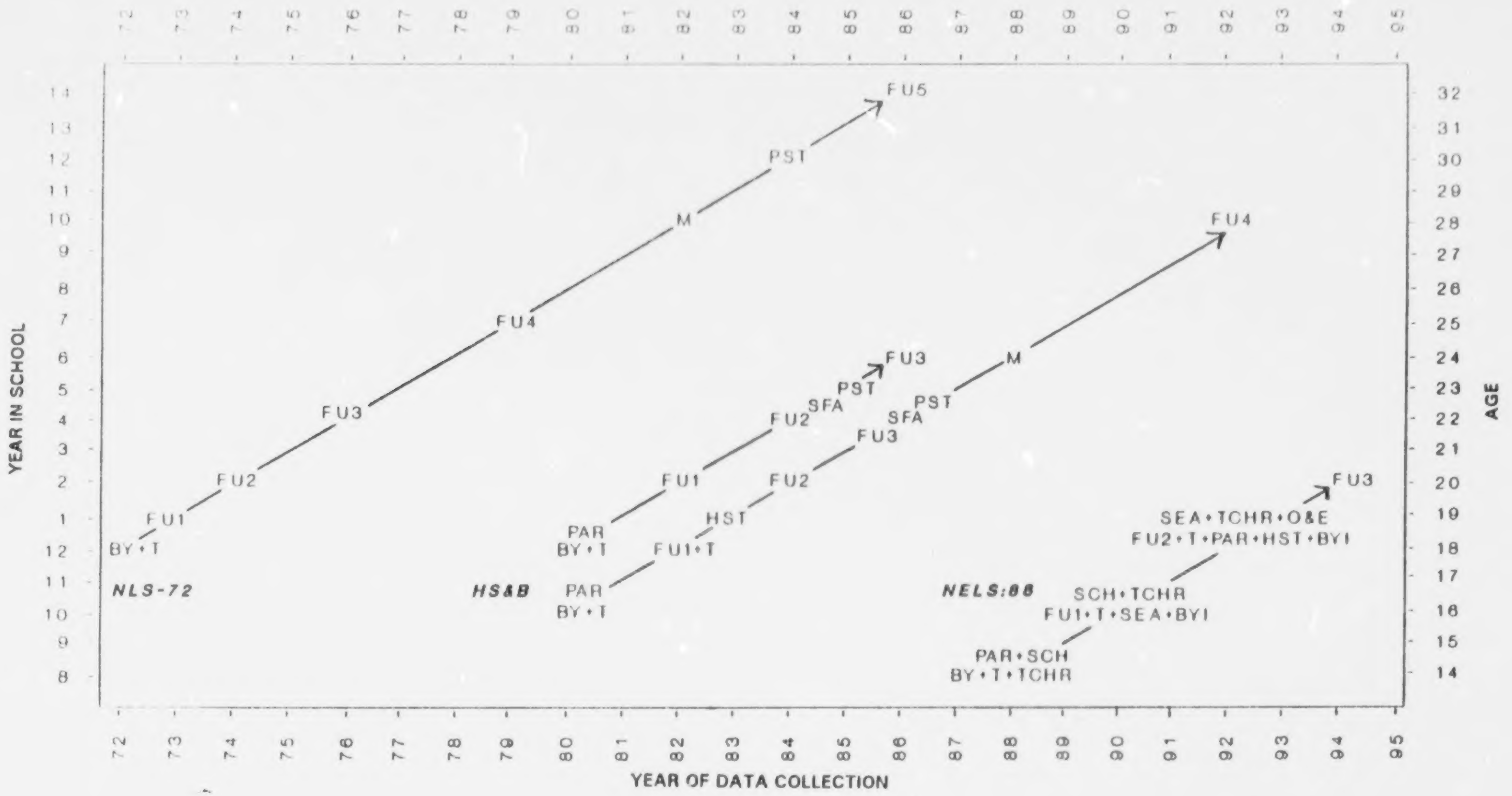
[3] This includes students who were base year nonrespondents, as well as approximately 2,400 OBEMLA-sponsored sample members.

Figure 1-2: Research design for the NCES National Education Longitudinal Studies program



NLS-72 = National Longitudinal Study of the High School Class of 1972
BY = Base year data collection
FU1 = First follow-up data collection
FU2 = Second follow-up data collection
FU3 = Third follow-up data collection
FU4 = Fourth follow-up data collection
FU5 = Fifth follow-up data collection
M = Maintenance of address data
PST = Postsecondary education transcripts
T = Cognitive test administration

HS&B = High School & Beyond: 1980
BY = Base year data collection
FU1 = First follow-up data collection
FU2 = Second follow-up data collection
FU3 = Third follow-up data collection
FU4 = Fourth follow-up data collection
HST = High school transcripts
M = Maintenance of address data
PAR = Survey of parents
PST = Postsecondary education transcripts
SFA = Student financial aid records
T = Cognitive test administration

NELS:88 = National Education Longitudinal Study of 1988
BY = Base year data collection
BYI = Base Year Ineligible Study
FU1 = First follow-up data collection
FU2 = Second follow-up data collection
FU3 = Third follow-up data collection
HST = High school transcripts
O&E = Course offerings and enrollment data
PAR = Survey of parents
SCH = School administrator survey
SEA = School Effects Augmentation
T = Cognitive test administration
TCHR = Survey of teachers

students (see Section 1.3.4), who had not been surveyed when data collection was suspended in July of 1990, were also pursued during the second effort. Subsampling procedures for the second data collection period are described in detail in Chapter III. Figure 1-4 outlines the sample and subsamples of the first follow-up.

NORC, the prime contractor for NELS:88, and its subcontractor, the Educational Testing Service (ETS), were responsible for designing the six survey instruments. Specifically, NORC designed the student, dropout, new student supplement, school administrator, and teacher questionnaires, while ETS developed the cognitive tests. NORC conducted all data collection activities for the first follow-up.

1.6.3 First Follow-Up Design Enhancements

Several components were added to the first follow-up to increase its analytic power. One of these enhancements, the Base Year Ineligible (BYI) Study, was added to the first follow-up in order to ascertain the status of students who were excluded from the base year survey due to a language barrier or physical or mental disability which precluded them from completing a questionnaire and cognitive test. The BYI study served three primary purposes: it incorporated into the sample those students whose eligibility status had changed since the base year study, that is, who had become capable of completing a questionnaire and cognitive test in the spring of 1990,[4] thus contributing to the representativeness of the tenth grade cohort; it allowed for the correction of any classification errors of eligibility status which may have occurred in the base year; and finally, it permitted generation of national estimates of dropping out that reflected the school enrollment status of both the eligible and ineligible 1987-88 eighth grade cohort members. Specific information about the BYI study can be found in Section 4.3.3 of this manual.

In addition to the BYI study, a supplemental study, designed to sustain analyses of school effectiveness issues, was conducted in conjunction with the first follow-up. The within-school student sample of 248 participating first follow-up high schools in the thirty largest metropolitan statistical areas was augmented. In addition, school enrollment and eighth grade feeder pattern information was collected to provide a basis for estimating the probability of a particular high school being selected into NELS:88. In short, the School Effects Augmentation (SEA) may be viewed as a study of a probability sample of both schools and students within the framework of the primary longitudinal study.

1.7 NELS:88 Sponsors

The NELS:88 sponsor, the U.S. Department of Education's National Center for Education Statistics (NCES), provided federal agencies, states, and educational institutions with an opportunity to expand the scope of the base year and first follow-up studies and enrich them through a variety of means. Enhancements sponsored by various groups included: sample supplements for states that provided representative state samples, oversamples of specific student groups, supplemental questions for various data collection instruments, and supplemental questionnaires.

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[4] In addition to changes in student characteristics relevant to the determination of eligibility (for example, a student gaining proficiency in English), the eligibility criteria themselves changed in the first follow-up. Unlike the base year study, students who were unable to complete an English-language questionnaire, but could complete a Spanish-language version, were eligible to participate in the first follow-up.

Figure 1-3: NELS:88 first follow-up key questionnaire items related to educational policy in education research

I. Equity/Access/Choice

ISSUES

Academic programs, school climate, admissions practices, SES and ethnicity, equal teaching quality and practices, A.P. and honors courses, remedial classes, student choices

STUDENT

19 Attend start/pass each term
20 HS program

SCHOOL

11 HS program enrollment
24-25 Days to be truant, D-out
29 % Students LM or LEP
35 # Teachers
43 Ethnicity of teachers
45-46 Teachers assigned ESL; certified
54 Admission practices
61 Use homogenous grouping
62 Who affects stud. placement
75 Math/sci. courses offered
76 # AP courses offered
82 Have D-out prevent. program
84 Why studs. in D-out program

II. Cognitive growth

ISSUES

Tracking, coursetaking, involvement, language proficiency, teacher quality, school climate, textbooks, parental involvement, family structure

STUDENT

13 Days absent
18A Certainty will graduate
19 Attend start/pass each term
20 HS program
46 Important things in life
49 Educational expectations
53 Occupational expectations
92-93 Who else lives in house
97 Absences because babysit
99 Major family events

SCHOOL

1-4 School size, type
11 HS program enrollment
30 % Receive special services
35 # Teachers
43 Ethnicity of teachers
45-46 Teachers assigned ESL; certified
54 Admission practices
61 Use homogenous grouping
62 Who affects stud. placement
70 Coursework requirements
75 Math/sci. courses offered
76 # AP courses offered
82 Have D-out prevent. program
84 Why studs. in D-out program

III. Tracking dynamics and correlates

ISSUES

Coursetaking, grouping, decision making, cognitive growth, differential assignment, dropping out, achievement, attitudes, social relations, college and employment opportunities

STUDENT

20 HS program
49 Educational expectations
53 Occupational expectations

SCHOOL

11 HS program enrollment
29 % Students LM or LEP
30 % Receive special services
54 Admission practices
61 Use homogenous grouping
62 Who affects stud. placement
75 Math/sci. courses offered

IV. Process of dropping out

ISSUES

School achievement, attendance, behavior, attitudes toward school, social relations, family structure and characteristics

STUDENT

13 Days absent
18A Certainty will graduate
19 Attend start/pass each term
20 HS program
46 Important things in life
49 Educational expectations
53 Occupational expectations
76 Have any children of own
92-93 Who else lives in house
97 Absences because babysit
99 Major family events

SCHOOL

24-25 Days to be truant, D-out
29 % Students LM or LEP
30 % Receive special services
35 # Teachers
45 Teachers assigned ESL
61 Use homogenous grouping
75 Math/sci. courses offered
82 Have D-out prevent. program
84 Why studs. in D-out program

Figure 1-3 (cont.): NELS:88 first follow-up key questionnaire items related to educational policy in education research

I. Equity/Access/Choice

TEACHER

II-16	Division of class time
III-2	Teacher ethnicity

II. Cognitive growth

TEACHER

I-11	Language minority (LM)
I-12	Limited-English prof. (LEP)
II-3	Track of class
II-4	Level of students in class
II-5	Class enrollment
II-16	Division of class time
II-20 M	If Algebra I, topics
II-22 M	If Algebra II, topics
II-24 M	If Geometry, topics
II-21 S	If Biology, topics
II-23 S	If Chemistry, topics
II-20 H	If U.S. Hist., topics
II-21 H	If World Hist., topics
II-20 E	If English, topics
III-1	Teacher gender
III-2	Teacher ethnicity
III-4	Years teaching
III-6	Employment status
III-7,8	Type certification
III-9	Highest degree held
IV-8	Who helps teacher

III. Tracking dynamics and correlates

TEACHER

I-3	Track of class
I-4	Level of students in class
I-5	Class enrollment
II-20 M	If Algebra I, topics
II-22 M	If Algebra II, topics
II-24 M	If Geometry, topics
II-21 S	If Biology, topics
II-23 S	If Chemistry, topics
II-20 H	If U.S. Hist., topics
II-21 H	If World Hist., topics
II-20 E	If English, topics
III-4	Years teaching

IV. Process of dropping out

TEACHER

I-22	Student at risk of D-out
IV-8	Who helps teacher

Figure 1-3 (cont.): NELS:88 first follow-up key questionnaire items related to educational policy in education research

I. Equity/Access/Choice

DROPOUT

28	Who tried to prevent D-out
36	Important things in life
38-39	Educ./occ. expectations
41	Home language not English
44	English ability

II. Cognitive growth

DROPOUT

6	HS program
19	Why chose classes
20	Grades received
22	Days absent
36	Important things in life
38	Educational expectations
41	Home language not English
44	English ability
74	Hours work
77	Wage
86	Who else lives in house
92	Absences because babysit

III. Tracking dynamics and correlates

DROPOUT

16	HS program
19	Why chose classes
20	Grades received
41	Home language not English
44	English ability

IV. Process of dropping out

DROPOUT

6	Why left school
7	When last attended school
8-9	What grade in then; pass
10	Name and address last school
11	Plans to get HS diploma
16	HS program
19	Why chose classes
20	Grades received
22	Days absent
27	Major student events
28	Who tried to prevent D-out
29	School response to D-out
30	Parent response to D-out
36	Important things in life
38-39	Educ./occ. expectations
41	Home language not English
44	English ability
52	# Friends drop out
63	Have children of own
74	Hours worked
76-77	Job type; wage
86	Who else lives in house
92	Absences because babysit

Figure 1-3 (cont.): NELS:88 first follow-up key questionnaire items related to educational policy in education research

V. Transition patterns from 8th to 10th grade

ISSUES

Movement across private/public school sectors, family migration, track placement, differences in experience of school environment, school size, moral climate and organizational ethos of school

STUDENT

19	Attend start/pass each term
20	HS program

SCHOOL

54	Admission practices

VI. School effectiveness

ISSUES

School size, SES level, school sector, school climate, principal and teacher autonomy, staff job satisfaction, textbooks, curricular offerings, teacher quality, student performance and growth, student persistence and school-leaving

STUDENT

18A	Certainty will graduate
19	Attend start/pass each term
39	Self-reported grades
49	Educational expectations

SCHOOL

1-4	School size, type
11	HS program enrollment
24-25	Days to be truant, D-out
29	% Students LM or LEP
30	% Receive special services
35	# Teachers
43	Ethnicity of teachers
45-46	Teachers assigned ESL; certified
54	Admission practices
61	Use homogenous grouping
62	Who affects stud. placement
70	Coursework requirements
75	Math/sci. courses offered
76	# AP courses offered
82	Have D-out prevent. program
84	Why stud. in D-out program

VII. Parental and community involvement

ISSUES

Active parental involvement, school policies and attitudes related to parental involvement, parental choice in school, parental networks and interactions, student performance, remain in school

STUDENT

13	Days absent
99	Major family events

SCHOOL

84	Why studs. in D-out program

Figure 1-3 (cont.): NELS:88 first follow-up key questionnaire items related to educational policy in education research

V. Transition patterns from 8th to 10th grade

TEACHER

DROPOUT

10	Last school
11	Plans for HS diploma

VI. School effectiveness

TEACHER

II-20 M	If Algebra I, topics
II-22 M	If Algebra II, topics
II-24 M	If Geometry, topics
II-21 S	If Biology, topics
II-23 S	If Chemistry, topics
II-20 H	If U.S. Hist., topics
II-21 H	If World Hist., topics
II-20 E	If English, topics
III-6	Employment status
III-7,8	Type certification
III-9	Highest degree held
IV-8	Who helps teacher

DROPOUT

19	Why chose classes
29	School response to D-out
38	Educational expectations
44	English language proficiency

VII. Parental and community involvement

TEACHER

DROPOUT

30	Parent response to D-out
41	Home language not English
86	Who else lives in house

1.7.1 Sample Supplements and Augmentations

Sample supplements and augmentations were sponsored by various sources. Beginning in the base year, the U.S. Department of Education funded the parent component of NELS:88 and, with the National Science Foundation (NSF), co-sponsored the teacher component. Both agencies continued their sponsorship of the teacher component in the first follow-up as well. The U.S. Department of Education's Office of Bilingual Education and Minority Languages Affairs (OBEMLA) provided funds in the base year for oversampling Hispanic, Asian-Pacific Islander, and American Indian students, and in the first follow-up for following the approximately 2,400 students who were added to the sample in the base year, as well as the 176 LEP/NEP[5] students identified during the freshening process. The School Effects Augmentation of the first follow-up added some 6,400 students to the initial base year retained sample, and was supported in part by funds from the John D. and Catherine T. MacArthur Foundation, and by NCES. NCES also sponsored the Base Year Ineligible study, which included 626 base year sample members who were ineligible to participate in the base year survey, and 27 base year dropouts.

In both the base year and first follow-up, all survey instruments and cognitive tests were administered to the core (which included the OBEMLA oversample) and augmentation samples in an identical fashion.

1.7.2 Instrument Supplements

The NELS:88 base year and first follow-up instruments--the student, dropout, parent, teacher, and school administrator questionnaires--were supplemented in various ways by federal agencies and educational institutions.

In the base year study, the National Science Foundation (NSF) co-sponsored the teacher questionnaire supplement, while the U.S. Department of Education sponsored the parent questionnaire supplement. NSF also sponsored supplemental mathematics and science items on the student, parent, and school questionnaires. Other federal agencies, which sponsored questions in the student, parent, teacher, and school questionnaires, included: the National Endowment for the Humanities (NEH), which sponsored questions about the humanities and history; the U.S. Department of Education's Office of Bilingual Education and Minority Languages Affairs (OBEMLA), which added questions about minority language use patterns and bilingual programs; and the U.S. Department of Education's Office of Planning, Budget, and Evaluation (OPBE), which sponsored questions about gifted and talented programs.

In the first follow-up, NSF again sponsored the teacher questionnaire supplement, as well as the mathematics and science items in the student and school questionnaires. OBEMLA also continued its support of questionnaire items about minority language use patterns and bilingual programs in the first follow-up student, dropout, new student supplement, teacher, and school questionnaires.

1.7.3 Related Studies

Appendix B contains information on related NELS:88 enhancements, state augmentations and supplements, as well as data from other education studies which are available through NCES.

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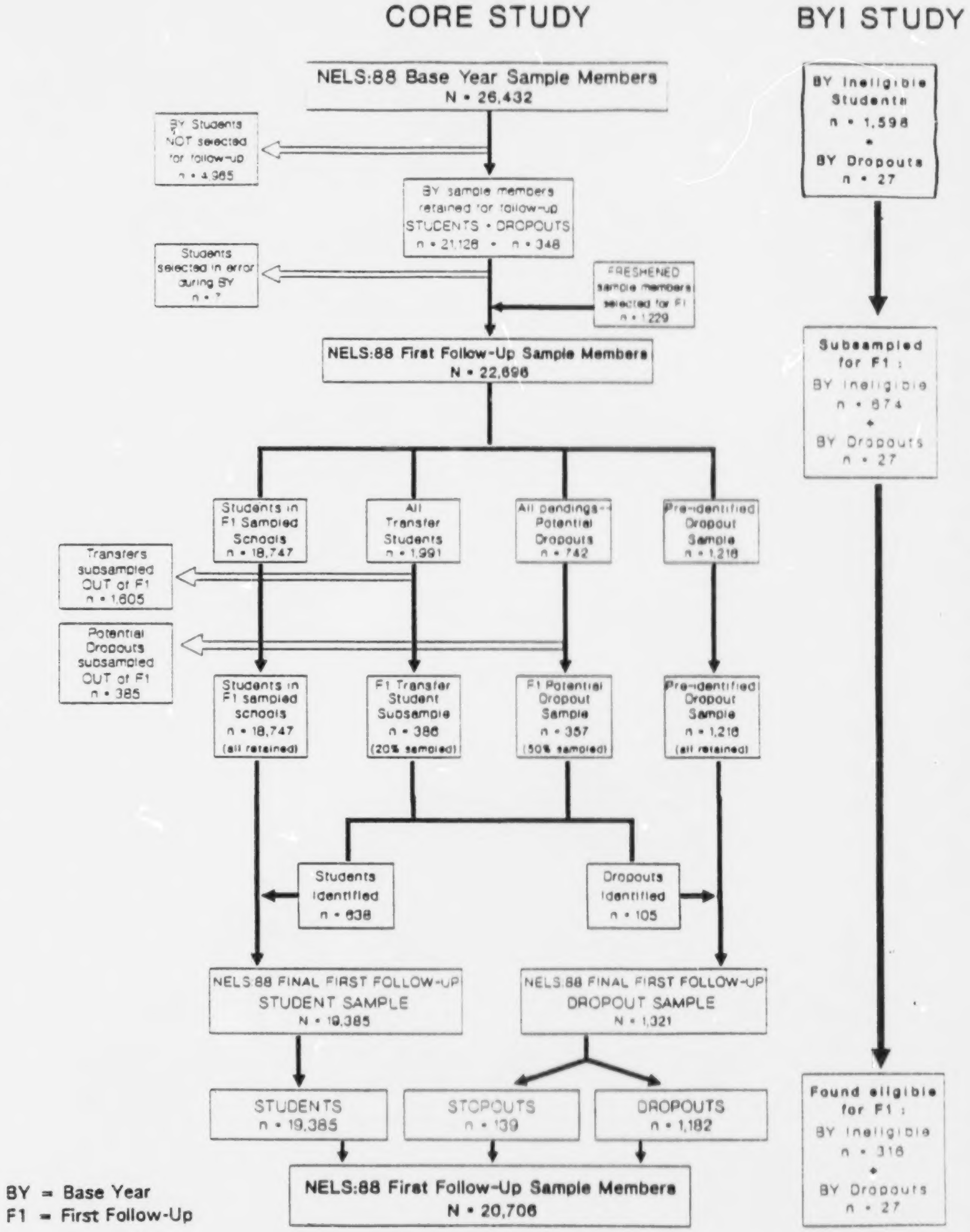
[5] A LEP (Limited-English-Proficient) or NEP (Non-English-Proficient) student is one whose native language is not English and whose skills in listening to, speaking, reading, or writing English are such that he or she derives little benefit from school instruction delivered in English.

Figure 1-4: NELS:88 first follow-up sample selection outline


CORE STUDY
BYI STUDY
NELS:88 Base Year Sample Members N = 26,432
BY Students NOT selected for follow-up n = 4,985
BY sample members retained for follow-up STUDENTS + DROPOUTS n = 21,128 + n = 348
Students selected in error during BY n = 7
FRESHENED sample members selected for F1 n = 1,229
NELS:88 First Follow-Up Sample Members N = 22,696
Students in F1 Sampled Schools n = 18,747
All Transfer Students n = 1,991
All pendings-- Potential Dropouts n = 742
Pre-identified Dropout Sample n = 1,218
Transfers subsampled OUT of F1 n = 1,605
Potential Dropouts subsampled OUT of F1 n = 385
Students in F1 sampled schools n = 18,747 (all retained)
F1 Transfer Student Subsample n = 386 (20% sampled)
F1 Potential Dropout Sample n = 357 (50% sampled)
Pre-identified Dropout Sample n = 1,218 (all retained)
Students identified n = 638
Dropouts identified n = 105
NELS:88 FINAL FIRST FOLLOW-UP STUDENT SAMPLE N = 19,385
NELS:88 FINAL FIRST FOLLOW-UP DROPOUT SAMPLE N = 1,321
STUDENTS n = 19,385
STOPOUTS n = 139
DROPOUTS n = 1,182
NELS:88 First Follow-Up Sample Members N = 20,706
BY Ineligible Students n = 1,598 + BY Dropouts n = 27
Subsampled for F1: BY Ineligible n = 674 + BY Dropouts n = 27
Found eligible for F1: BY Ineligible n = 316 + BY Dropouts n = 27
BY = Base Year
F1 = First Follow-Up

Note: The sample sizes in this figure are for all sample members retained in the first follow-up, including those who were later found to be out of scope (e.g., deceased), and should not be compared with sample Ns in the completion rate tables in Chapter IV.

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1.8 NELS:88 Data and Documentation

NELS:88 first follow-up data are available in both **public use** and **restricted use** versions on both magnetic tape and (later in 1992) on compact disc (CD-ROM). While this manual is specifically designed for use with the public release files, it is also appropriate for use with the restricted data.[6] Machine-readable documentation, and an electronic codebook that is user-manipulable through menu-driven software, are included on the forthcoming compact disc version of the data.

1.8.1 Confidentiality Provisions

Because multilevel microdata (that is, individual-level data from multiple, linkable sources) carries with it some risk of the possibility of statistical disclosure of institutional or individual identities, the NELS:88 data have been extensively analyzed to determine which items of information, used alone, in conjunction with other key variables, or in conjunction with public external sources such as school universe files, have significant disclosure potential. Variables that were found to pose significant disclosure risks were suppressed or altered to remove or substantially reduce such risks. For example, in some cases, continuous variables have been recast as categorical variables, or fine-grained categorical variables have been more grossly recategorized.

While the extremely high value that is placed on confidentiality -- not only by federal statute but also by NCES and contractor standards -- justifies these alterations of the data, it is recognized that some of these protections against disclosure may at times reduce the analysis potential of certain variables in the data set. For example, when only ranges of percentages are given for a variable, threshold points that may be important for some analyses may be obscured, or nonlinearities in relationships hidden. No matter how thoughtfully continuous variables are transformed into categorical form, different cut points for the categories may be desirable, depending on one's particular analytic purposes. While most suppressed data will have only a negligible effect on most analyses, there are times when the suppressed information is critical. For this reason, NCES also makes restricted use data files available to qualified researchers with a proven need for the data in its restricted use form. To obtain the restricted use data, an organization must obtain a licensure agreement from the National Center for Education Statistics. The agreement must be signed by the principal investigator and by someone authorized to commit the organization to the legal requirements. In addition, each professional or technical staff member with access to the data must sign and have notarized an affidavit of nondisclosure. Institutionally based researchers may apply to the Associate Commissioner for Education Statistics at the Statistical Standards and Methodology Division, National Center for Education Statistics, if they wish to pursue the possibility of obtaining access to the NELS:88 restricted use data files.

1.8.2 First Follow-Up Data Files and Documentation

Four public release data files have been produced for the NELS:88 first follow-up study, one for each study component--the student, dropout, teacher, and school surveys.[7] Each file includes data based on the first follow-up sample, which consists of 18,221 participating students (including 17,424 panel participants for whom both base year and first follow-up data are available), 1,043 participating dropouts, 1,296 participating schools, and approximately 12,690 participating teachers.[8]

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[6] However, because codebook frequencies are based on the public use files, users of the restricted data will find that file frequencies for items that were modified to protect confidentiality will differ from the public use codebook frequencies in this manual.

[7] The School Effects Augmentation data will be released as a combined first and second follow-up file after the completion of the NELS:88 Second Follow-Up.

A data user's manual is provided for use with each first follow-up data file. Other forms of first follow-up documentation, including an in-depth assessment of sampling and non-sampling error, the sampling design, and the psychometric properties of the cognitive tests are reported in the *NELS:88 First Follow-Up Final Technical Report*. Special reports and tabulations based on first follow-up findings are also planned. These reports, and their estimated release dates, are listed in Appendix C.

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[8] At the time of printing, cleaning of the teacher component data file was not complete. The exact teacher sample size and student coverage rate will be reported in the *NELS:88 First Follow-Up Teacher Component Data File User's Manual*.

II. Data Collection Instruments

This chapter provides a brief description of the survey instruments used for the student and dropout components of the first follow-up. The data collection instruments for the first follow-up consisted of a student questionnaire and cognitive test, a new student supplement, and the dropout, school administrator, and teacher questionnaires. Since the teacher and school components do not pertain to the dropout survey, data collection instruments or procedures will not be discussed in this manual. Users should consult the appropriate data file user's manuals for information. Figure 2-1 provides an overview of the content areas covered by the NELS:88 first follow-up questionnaires.

Instrument development was guided by the research objectives of NELS:88. Questionnaires were designed to meet the longitudinal goals of the study; items were chosen based on their utility in predicting or explaining future outcomes as measured in later survey waves. All of the questionnaires employed in the first follow-up were framed to provide continuity and consistency with earlier education longitudinal studies, as well as to address new areas of policy concern and to reflect recent advances in theory. Where appropriate, NELS:88 drew test and questionnaire content from NLS-72, HS&B, and other NCES studies, such as the National Assessment of Educational Progress (NAEP) and the Schools and Staffing Study (SASS) to ensure a common standard of measurement that would permit comparisons with other important data sources, and maximize the utility of NELS:88 data. In the first follow-up, the instruments that were used in the base year were augmented to capture the education and social experiences of tenth graders, and new instruments were developed for the populations new to the first follow-up--dropouts and freshened students. Items used in the new questionnaires were drawn from the studies mentioned above, as well as from the base year instruments. Appendix E contains an outline of the items which overlap between the NELS:88 base year student, first follow-up student and dropout, and HS&B student questionnaires.

2.1 Dropout Questionnaire

During the data collection period (the spring term of the 1989-90 school year), sample members who had been out of school for four or more consecutive weeks at the time an NORC interviewer contacted them to be surveyed were administered the dropout questionnaire, as well as (when possible) the cognitive test battery. The hour-long, self-administered questionnaire and 85-minute cognitive test battery were completed with an NORC interviewer present, at either a group or single survey session. The dropout questionnaire was designed to generate data in several areas central to the investigation of the phenomenon of school leaving; item overlap with the first follow-up student questionnaire permits users to compare factors such as school environment, family life, aspirations, life events, and self-perceptions of students with the responses of dropouts.[9]

The dropout questionnaire collected data about the respondent's school experiences, school leaving, employment status, language proficiency, self-esteem and locus of control, and home environment. Questions were asked about the academic and social climate of the last school attended by the sample member, his or her behavior and attendance in school, perceptions of school rules, and relationships with school personnel. School-leaving processes were ascertained through questions about the respondent's reasons for leaving school and actions school personnel, parents, and friends took when he or she stopped going to school. Several questions were also asked about grades, coursework completed, and participation in school activities. Data were gathered on respondents' likelihood of

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[9] Some 257 questionnaire items are asked in both the student and dropout questionnaires.

Figure 2-1: Content areas in NELS:88 first follow-up questionnaires

Content category	Student	Dropout	Teacher	School
Constitutional factors			Teacher sex, birthdate	
Race/ethnicity			Teacher race/ethnicity	School (student/ faculty) race/ethnic composition
Home characteristics	Others in household, number of brothers and sisters, own child, religion, language use	Others in household, number of brothers and sisters, own child, religion, language use	Student language use and health	Percent of students in single-parent homes, percent with limited English proficiency
Family and friends	Family relationships and events, parental school involvement, attributes of friends	Family relationships and events, parental school involvement, attributes of friends	Parental school involvement	Parental school involvement
Work status	Work status, type, hours, and pay	Work status, type, hours, and pay	Teacher work status, outside work	Teacher pay, degrees, work status, and certification
Opinions, attitudes, and values	Self-concept, locus of control	Self-concept, locus of control	Teacher impressions of student	
School characteristics				School type, structure, grades, locale, courses and programs, departments, periods, days
School atmosphere	School climate, problems in school, level of discipline	School climate, problems in school, level of discipline	School climate, problems in decision-making processes, satisfaction with teaching	Problems in school, disciplinary actions taken, teacher morale, grading
School work	Program, coursework, homework, teacher practices, self-reported tardiness, absenteeism, suspension, and arrests	Program, coursework, homework, teacher practices, self-reported tardiness, absenteeism, suspension, and arrests	Instructional methods and materials, content areas covered, track of class, homework, tardiness, absenteeism	Track composition, student tardiness and absenteeism

Figure 2-1 (cont.): Content areas in NELS:88 first follow-up questionnaires

Content category	Student	Dropout	Teacher	School
School performance	Self-reported grades, NELS cognitive test scores	Self-reported grades, NELS cognitive test scores	Student achievement	
Special programs	Participation in special programs	Participation in special programs		Programs offered, level of participation
After-school activities	Participation in school-related and non-school-related activities	Participation in school-related and non-school-related activities, activities since left		
Life goals, educational and occupational	Educational and occupational expectations and preparation, others' expectations, important things in life	Educational and occupational expectations and preparation, others' expectations, important things in life, why left school		

returning to and graduating from high school, and descriptions of current activities and future educational and career plans in order to obtain measures of the educational goals and expectations of school leavers. Information was obtained regarding the respondent's self-esteem, attitudes, and opinions and characteristics of parental and peer-group relations, drug and alcohol use, and important life events. Questions were asked in order to gain insight into the importance this population places on familial and friendship support structures and the nature of these support structures.

2.2 Student Questionnaire

Sample members who were attending school during the spring term of the 1989-90 school year (including those who were identified as dropouts at some earlier time, but returned to and remained in school during the spring term of 1990) were administered a student questionnaire and cognitive test battery, either at an in-school or off-campus survey session. The self-administered questionnaire, which took approximately one hour to complete, collected information on a wide range of topics, including students' background, language use, home environment, perceptions of self, plans for the future, jobs and household chores, school experiences and activities, work, and social activities. The first follow-up student questionnaire was available in both English and Spanish.

2.3 Cognitive Test

Both students and dropouts completed a series of cognitive tests, either at in-school or off-campus survey sessions.[10] The combined tests, covering four subject areas, included 116 items to be completed in 85 minutes. The cognitive tests are described briefly below:

- Reading Comprehension (21 items, 21 minutes) consisted of five short passages followed by comprehension and interpretation questions, such as interpreting the author's perspective, understanding the meaning of words in context, and identifying figures of speech. Two versions of the reading test were developed, differing in degree of difficulty.

- Mathematics (40 items, 30 minutes) assessed both simple mathematical application skills, as well as more advanced skills of comprehension and problem solving. Test items included word problems, graphs, quantitative comparisons, and geometric figures. Three versions of the mathematics test were developed for the first follow-up, varying in the level of difficulty.

- Science (25 items, 20 minutes) contained questions drawn from the fields of life, earth and physical sciences. Emphasis was placed on the comprehension of underlying concepts and scientific reasoning ability.

- History/Citizenship/Geography (30 items, 14 minutes) assessed knowledge of important issues and events in American history. Citizenship items included questions on the operation and structure of the federal government and the rights and obligations of citizens. Geography questions touched on patterns of settlement and food production shared by various societies.

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[10] Although the study design stipulated that both students and dropouts complete the test battery, for cost reasons, far fewer cognitive tests were completed by dropouts than students (95 percent of student participants completed a cognitive test, while only half of dropout participants did so). Because of the amount of missing test data for dropouts, 1990 test score data have not been included on the dropout file.

NORC's subcontractor, the Educational Testing Service (ETS), developed the cognitive test battery. Six forms of the cognitive test battery were produced in the first follow-up, each comprising a different combination of mathematics and reading difficulty levels. Each student's test form was determined by his or her scores on the base year mathematics and reading tests; freshened students and base year non-respondents received the intermediate version of the first follow-up cognitive test battery (Version III). The purpose of the multi-level design of the first follow-up cognitive test battery was to guard against ceiling and floor effects which may occur when testing must span four years of schooling. This adaptive approach tailors the difficulty of the reading and mathematics tests to the ability of the respondent, thereby leading to a more accurate measurement than a single-level design. Figure 2-2 illustrates the distribution of test versions to base year retained sample members and defines the test combinations used in the first follow-up.

In order to facilitate comparisons with test data from other national studies, NELS:88 borrowed or adapted a number of test items from NAEP and HS&B. Properties of the tests and the test item reliabilities are discussed in the *Psychometric Report for the NELS:88 Base Year Test Battery*,[11] and the *NELS:88 First Follow-Up Final Technical Report*, both obtainable from NCES.

2.4 New Student Supplement

First-time NELS:88 participants who were brought into the study through sample freshening or who were base-year nonrespondents completed the new student supplement questionnaire which was available in English and Spanish versions. The self-administered supplement took approximately 15 minutes to complete, and contained questions that gathered basic demographic information (such as birthdate, sex, and ethnicity) about sample members and their families which were included in the base year questionnaire, but not repeated in the first follow-up. Among other items, respondents reported on their language use, and the employment status, occupation, and educational attainment of their parents or guardians.

2.5 Abbreviated Questionnaires

Abbreviated versions of the first follow-up student, dropout, new student supplement, and school administrator questionnaires were administered to pending populations[12] during the second data collection period of the first follow-up. These shortened versions of the original instruments consisted mainly of locator information and key policy-relevant items. A list of questions contained in the abbreviated dropout and new student supplement instruments and corresponding question numbers in the original instruments appears in Appendix L.

The mode of administration of the abbreviated survey instruments was primarily telephone interviews; a small percentage of abbreviated student and dropout questionnaires was completed with an NORC interviewer at an in-person survey session.

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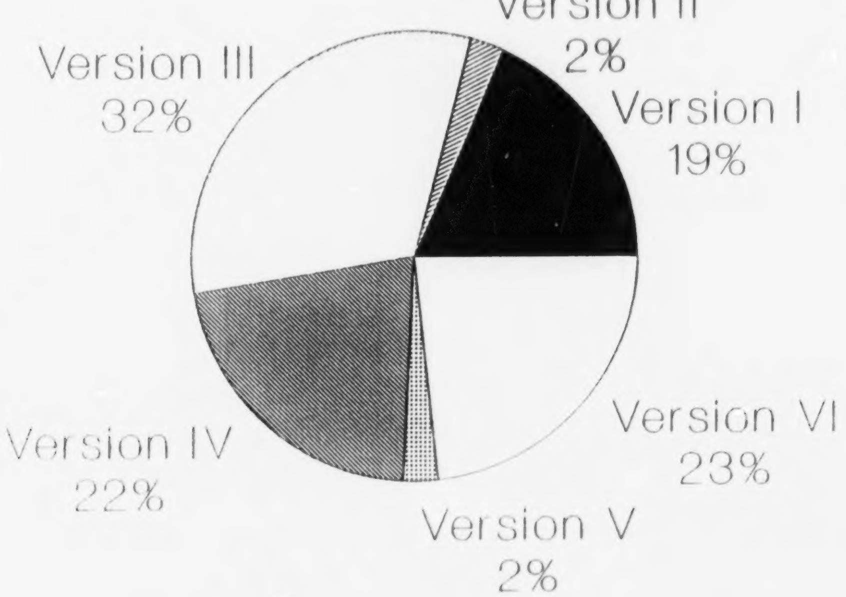
[11] Rock, D.A.; and Pollack, J.M. April 1991; Washington, D.C.: U.S. Dept. of Education, National Center for Education Statistics (NCES 91-468).

[12] Sample members who had not been surveyed when data collection was temporarily halted in July of 1990.

Figure 2-2: Distribution of first follow-up test forms to base year retained sample members (N= 21,474)



The first follow-up test forms differed from each other only in combination of reading and mathematics difficulty levels. Only one form existed for the subject areas of science and social studies (history/government). The six test combinations are listed below, by increasing level of difficulty.

Version I:	Easy mathematics and reading tests
Version II:	Easy mathematics test and difficult reading test
Version III:	Middle mathematics test and easy reading test
Version IV:	Middle mathematics test and difficult reading test
Version V:	Difficult mathematics test and easy reading test
Version VI:	Difficult mathematics and reading tests

III. Sample Design and Implementation; Measurement Error

This chapter describes the design and procedures used for selecting schools and students into the NELS:88 base year and first follow-up samples. It provides information on the calculation of sample weights and the relative efficiency of the sample design. The chapter also provides information about procedures used to adjust sample weights for nonresponse and about the effect of unit and item nonresponse and other non-sampling errors on estimates.

3.1 Base Year Sample Design

The NELS:88 base-year survey employed a two-stage, stratified sample design, with schools as the first-stage unit and students within schools as the second-stage unit. Within each stratum, schools were selected with probabilities proportional to their estimated eighth-grade enrollment. In addition, schools were oversampled in certain special strata. Within each school, approximately 26 students were to be randomly selected (typically, 24 regularly sampled students and 2 OBEMLA-supplement Hispanic and Asian/Pacific Islander oversampled students). In schools with fewer than 24 eighth graders, all eligible students were selected. Because of the incidence of small schools in the NELS:88 sample, the average within-school sample size for the base year was 25 students (or 23 participating students). From a national frame of about 39,000 schools with eighth grades, a total of 1,734 schools were selected, of which 1,052 participated and provided usable student data. Thus, the target sample size of 1,032 schools was modestly exceeded.

NORC's sampling frame was the school database compiled by Quality Education Data, Inc. (QED) of Denver, Colorado. The QED list contained information about whether a school was urban, suburban, or rural. NORC used this information for stratification purposes. The QED !ist did not at that time contain information about the racial/ethnic composition of individual public schools usable for the NELS:88 sampling frame. Racial/ethnic composition data were obtained from Westat, Inc. in its capacity as an NORC subcontractor for the NELS:88 base year study. As part of their work on the National Assessment of Educational Progress (NAEP), Westat had obtained data from the Office of Civil Rights (OCR) and from other sources (e.g., district personnel) that identified those schools with a minority enrollment of greater than 19 percent. Use of this data set facilitated the explicit stratification and allocation of schools with very large percentages of black or Hispanic students. Stratification information on whether a school was public, Catholic (private), or other private was obtained from the QED list and lists of private schools.

Readers desiring more detail on the base year sample design, sample weights, or standard errors and design effects should consult the *NELS:88 Base Year Sample Design Report*.[13]

3.2 First Follow-Up Sample Design

There were three basic objectives for the NELS:88 first follow-up sample design. First, the sample was to include approximately 21,500 students who were in the eighth-grade sample in 1988 (including base year nonrespondents). This longitudinal cohort was to be distributed across 1,500 schools. Second, the sample was to constitute a valid probability sample of all students currently enrolled in the tenth grade in the 1989-1990 school year. This entailed freshening the sample with students who were tenth graders in 1990 but not in the eighth grade during the 1987-1988 school year. Third, the first follow-up was to include a sample of students who had been deemed ineligible for base year data collection (because physical, mental, or linguistic barriers prevented them from participating) so that those able to take part could be added to the first follow-up student sample, and demographic and school enrollment information could be obtained for them. Figure 3-1 provides an illustration of the longitudinal sample design of the base year and first follow-up, as well as that of the second follow-up.

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[13] Spencer, B.D.; Frankel, M.R.; Ingels, S.J.; Rasinski, K.A.; and Tourangeau, R., August 1990; Washington, D.C., U.S. Department of Education (NCES 90-463).

Although the populations associated with the first and second objectives overlap, they are not identical. Some students who were in eighth grade in 1988 were not in tenth grade or not in school at all in 1990; similarly, some students enrolled in the tenth grade in 1990 were not in eighth grade in 1988 or were in school outside of the United States at that time.

3.2.1 Longitudinal Cohort (1988 eighth graders)

The general sample design strategy for this component of the sample involved subsampling students selected for the base year with non-zero probabilities related to characteristics of their 1990 schools. Base year students who had dropped out of school between 1988 and 1990 were subsampled with certainty (their probabilities were set equal to one). Base year students attending school in 1990 were subsampled with probabilities related to the number of other base year students attending the same school. Base year students who were reported to be attending a school with at least 10 other base year students were sampled with certainty. All other students were sampled with probabilities greater than zero, but less than one.

Including nonrespondents, the NELS:88 base year sample comprised 26,432 students. Of these, 96 were deemed out of scope for the 1990 first follow-up; included in this category were students who had died or moved out of the United States. Among the remaining 26,336 students, 348 were found to have dropped out of school.[14] All of these students were selected into the first follow-up with certainty (probability equal to one).

On the basis of information obtained during the spring and summer of 1989, it was determined that the remaining pool of 25,988 students was distributed among 3,967 schools.[15] As had been anticipated, the distribution of these students among schools was highly skewed. It was found that approximately 75 percent of the students (19,568 of 25,988) were attending approximately 23 percent (908 of 3,967) of the schools; each of these schools included at least 11 base year students. All of these 19,568 students were included in the first follow-up with certainty.

The remaining 6,420 students were distributed among 3,059 schools with 10 or fewer members of the base year sample. Their sampling probabilities for the first follow-up depended on the number of base year students the school contained, as shown in Table 3.2-1 below.

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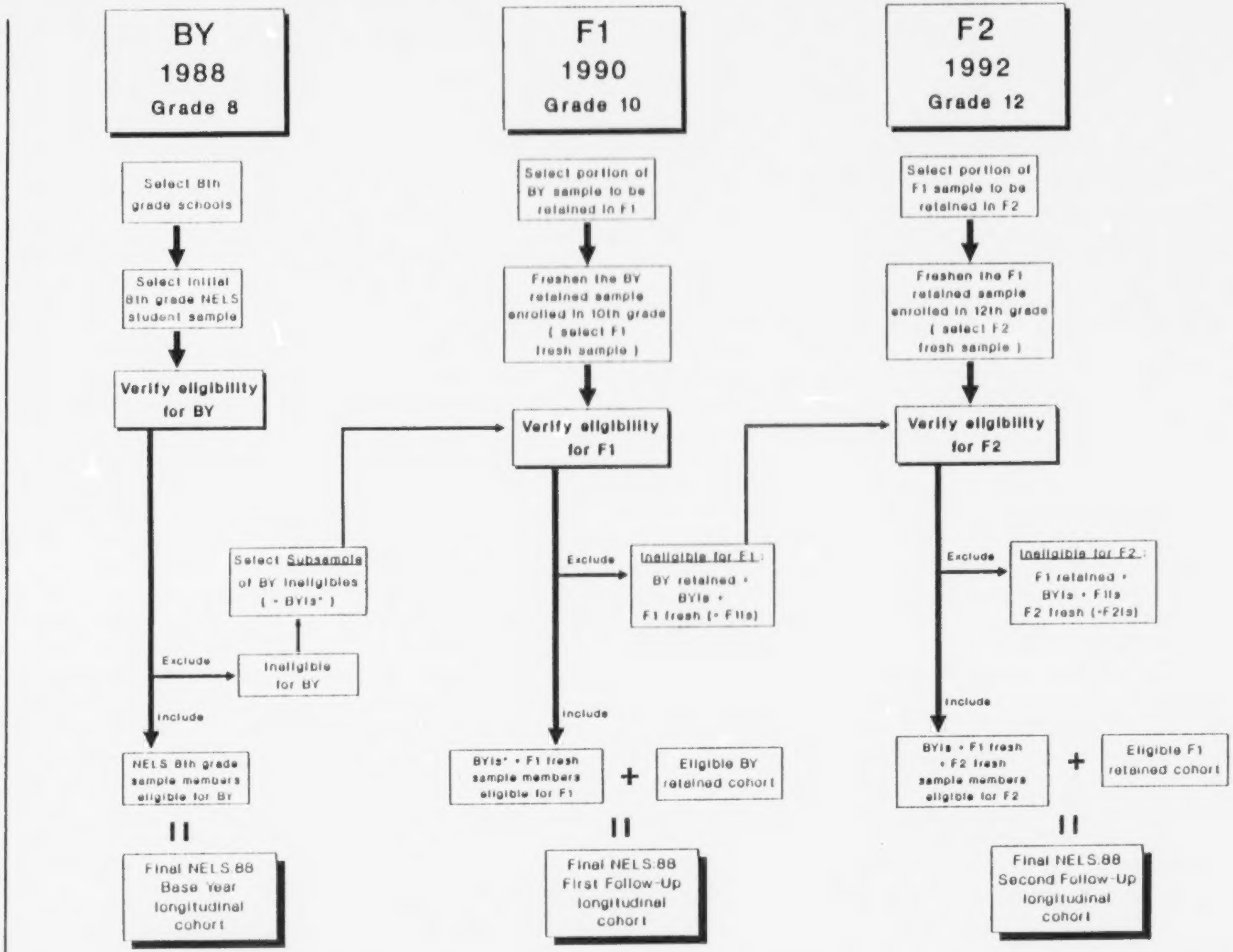
[14] Included in this group are 250 dropouts whose status was confirmed by the student's home, 58 sample members whom the school reported to have dropped out but field interviewers could not locate, and 40 students who were institutionalized. The latter group are not necessarily dropouts in the usual sense, because in some cases they were receiving academic instruction. However, they were grouped with the dropouts to ensure that they would remain in the first follow-up sample with certainty.

[15] When the school a student was attending could not be identified, a separate "school" of size one was created. This was the case for 221 students who could not be located and ten students who were in home study. Hence, the number of actual schools was 3,736.

Figure 3-1: Longitudinal sample design of NELS:88


BY
1988
Grade 8
F1
1990
Grade 10
F2
1992
Grade 12
Select 8th grade schools
Select initial 8th grade NELS student sample
Verify eligibility for BY
Exclude
Ineligible for BY
Select Subsample of BY Ineligibles (= BYIs*)
Include
NELS 8th grade sample members eligible for BY
=
Final NELS:88 Base Year longitudinal cohort
Select portion of BY sample to be retained in F1
Freshen the BY retained sample enrolled in 10th grade (select F1 fresh sample)
Verify eligibility for F1
Exclude
Ineligible for F1: BY retained + BYIs + F1 fresh (= F1Is)
Include
BYIs* + F1 fresh sample members eligible for F1
+
Eligible BY retained cohort
=
Final NELS:88 First Follow-Up longitudinal cohort
Select portion of F1 sample to be retained in F2
Freshen the F1 retained sample enrolled in 12th grade (select F2 fresh sample)
Verify eligibility for F2
Exclude
Ineligible for F2: F1 retained + BYIs + F1Is F2 fresh (=F2Is)
Include
BYIs + F1 fresh + F2 fresh sample members eligible for F2
+
Eligible F1 retained cohort
=
Final NELS:88 Second Follow-Up longitudinal cohort

* ALL BY Dropouts were added to the BYI sample and were automatically considered eligible for F1

Table 3.2-1
Distribution of students and selection probabilities by school size

School Size (Number of NELS:88 Students)	**# Schools**	**# Students**	**Selection Probability**
1	1968	1968	0.16209
2	413	826	0.21306
3	189	567	0.24339
4	119	476	0.26891
5	97	485	0.28866
6	71	426	0.29577
7	62	434	0.30645
8	56	448	0.32143
9	50	450	0.32000
10	34	340	0.32353
> 10	908	19,568	1.00000

The probabilities were determined on the basis of an optimal allocation algorithm that assumed a per school to student cost ratio of 7:1.[16]

Table 3.2-2 shows the number of Asians, Hispanics, Native Americans, and Blacks among the 26,336 base year students eligible for the first follow-up sample and the number retained in the first follow-up sample.

Table 3.2-2
First follow-up base year retained sample members by race

Group	**Eligible for First Follow-Up**	**Selected for First Follow-Up**
All	26,336	21,474
Asian/Pacific Islanders	1,530	1,246
Hispanics	3,153	2,565
American Indians	314	243
Blacks	3,008	2,134
White	16,289	13,657
Missing/Refused	2,042	1,629

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[16] The optimization, which involved Neyman allocation, took into account the cluster sizes associated with schools in the different size strata. It is this feature of the procedure that produces the slightly higher rate of sampling for schools of size 8 than for schools of size 9.

The efficiency of this design relative to one with no subsampling at all was 66.5 percent.[17] One alternative design was considered that retained the same overall sample size but increased the number of American Indians by 71 and the number of Asians by approximately 275. However, this design lowered the efficiency from 66.5 percent to 44.0 percent. This represented a reduction in the overall effective sample size of approximately 4,800 cases. Given the constraint of 1,500 schools (imposed for budgetary reasons), the use of this alternative strategy would have resulted in excessive losses in precision for estimates based on the entire follow-up sample.

3.2.2 Freshened Student Sample (1990 tenth graders)

The second sampling objective was to create a valid probability sample of students enrolled in tenth grade in the 1989-1990 school year; this goal was achieved by a process termed "freshening." The freshening procedure was carried out in four steps:

1. For each school that contained at least one base year tenth-grade student selected for interview in 1990, a complete alphabetical roster of all tenth-grade students was obtained.

2. For each base year sample member, we examined the next student which appeared on the roster after that sample member; if the base year student was the last one listed on the roster, we examined the first student on the roster (that is, the roster was "circularized").

3. If the student who was examined was enrolled in the eighth grade in the U.S. in 1988, then the freshening process moved on to the next base year sample member on the list, and the student which appeared after that sample member was examined. If the designated student was not enrolled in the eighth grade in the U.S. in 1988, then that student was selected into the freshened sample.

4. Whenever a student was added to the freshened sample in step 3, the next student on the roster was examined and step 3 was repeated. The sequence of steps 3 and 4 was repeated (adding more students to the freshened sample) until a student who was in the eighth grade in the U.S. in 1988 was reached on the roster. Then the freshening process was invoked for the next base year sample member on the school roster.

At a given first follow-up school, the freshening process could yield zero, one, or more than one new sample member. Altogether, 1,229 new students were added to the tenth grade sample--on average, just less than one student per school. Some of these freshened students were dropped in the subsampling process (described below) either because they themselves were not included in the subsample or because the base year student to whom they were linked was not included. Some 1,060 students selected through the freshening procedure remained in the final first follow-up sample.

This freshening procedure is an essentially unbiased method for producing a probability sample of students who were enrolled in the tenth grade in 1990 but were not enrolled in the eighth grade in the U.S. in 1988. There is a very small bias introduced by the omission of eligible tenth graders attending schools that included *no* students who were eighth graders in 1988. There is an additional small bias introduced by not freshening on the members of the sample of base year ineligibles. All other 1990 tenth graders who qualify for the freshening sample have some chance of selection. This is because every student who was in the tenth grade in 1990 but not in the eighth grade in 1988 is linked to exactly one student who was a 1988 eighth grader--this is the 1988 eighth grader who would immediately precede the candidate for the freshening sample on a circularized, alphabetical roster of tenth graders at the school. Because each 1988 eighth grader had a calculable, non-zero probability of selection into the base year and first follow-up samples, we can calculate the selection probabilities for all students eligible for the freshening sample. Thus, the freshening procedure produces a sample that meets the criterion for a probability sample.

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[17] The measure of efficiency was computed as 1/(1 + RV) * 100%, where RV is the relative variance of the weights required to compensate for the different rates of subsampling.

Implementation of student sample freshening in the first follow-up was subject to a set of eligibility rules that were patterned after, but not identical to, those of the base year. While, again, students with overwhelming physical, mental, or linguistic barriers to participation were excluded, students not sufficiently proficient in English to complete the tests or regular questionnaire but able to complete the student questionnaire in Spanish were classified as eligible and asked to complete the translated instrument. (Through the first follow-up's base year ineligibles study, this liberalized eligibility criterion was also applied to excluded 1987-88 eighth graders.) Of the 1,060 students in the freshened sample, 1,043 were found to be eligible to participate. Some 17 (1.6%) were found to be ineligible (as compared to 5.3% ineligibility in the base year). Sixteen were excluded owing to physical or mental disabilities, and one for language reasons.

3.2.3 Subsampling the Eighth Grade Cohort and Freshened Sophomore Samples

After the initial selection of the longitudinal cohort, the combined longitudinal-freshened sample was further subsampled. The students dropped from the first follow-up as a result of subsampling will also be excluded from future rounds of NELS:88. Two categories of sample members were subsampled: (1) students who had transferred out of the school from which they had initially been selected for the first follow-up sample; and (2) first follow-up nonrespondents who were classified as potential dropouts.

Transfer students were subsampled as a cost-saving measure. Because of the large number of transfer students and the high costs of obtaining questionnaires from them, NORC selected a 20 percent subsample of transfer students in the spring of 1990. Of the 1,991 transfers, 386 were retained and 1,605 were dropped from the sample.

A fifty percent subsample of "potential dropouts" was drawn after the end of the regular data collection period in the spring of 1990. The subsampling encompassed those students who had not been located in the data collection phase and those who had been absent on both survey and makeup days. Those selected into the subsample were the object of renewed follow-up efforts to identify any "hidden dropouts" in these categories of cases. This further investment of time and effort was needed to clarify the status of students who were no longer at the school at the time of the survey session and whose whereabouts were unknown. Among students who were absent on both Survey and Make-up Days there was reason for doubt about their enrollment status even though the schools had indicated at the time that these students were still enrolled. The process by which students drop out of school often involves an indeterminate period during which the student is neither clearly in school or out of school; as a result, there is room for error in school records. Depending upon when the student's status is checked, the student may be in such an indeterminate state; with a little more elapsed time--during which period school records will be updated or corrected--a clearer picture of enrollment status often emerges. There were 742 "potential dropout" cases, of whom 357 were retained in the sample and pursued in the final data collection period of the study. In the course of final data collection, we did indeed find that substantial numbers of these "potential dropouts" (75 of the 357 subsample members) were confirmed as having been dropouts at the time of their school's survey session.

As a result of this subsampling, the longitudinal cohort and the tenth grade freshened student samples were reduced by 1,990 cases, yielding a final first follow-up sample size of 20,706[18] (see Table 3.2-3). Of the 20,706 sample members, 1,060 represent the freshened sample and 19,646, the expanded (both eligible and ineligible) longitudinal cohort that began with eighth graders in 1988. Of these 20,706 sample members, 1,182 are classified as dropouts, and 19,524 as students (including 139 stopouts). Expressed in weighted percentages, 6.1 percent of the 17,424 participating 1988 eighth-grade cohort members are spring term 1990 dropouts. A further proportion--just less than one percent (.008) had at least one dropout episode after their base year survey session, but were back in school in the spring term of 1990. Again, only the 19,264 participating members of the first follow-up sample have been assigned a weight (F1QWT), and only those (N=17,424) who participated in both the base year and first follow-up have been assigned a panel weight (F1PNLWT).

Regarding dropout participation, of the 1,182 identified dropouts, 1,043 participated. Only dropouts who participated are included on the dropout data tape. Moreover, of the 1,043 participating dropouts, 883 are members of the longitudinal cohort and 160 are members of the freshened sample. Because of the substantial number of freshened dropouts, they were included on the dropout data tape, even though they do not contribute to either of the two primary analytical populations of the study--the eighth grade longitudinal cohort and the HS&B-comparable cross-section of spring term 1990 sophomores. However, freshened dropouts are part of an analytically meaningful cross-sectional population, the population of individuals who were enrolled in tenth grade as of the fall term of the 1989-1990 academic year. If these dropout participants are included in analyses, this is the only population to which projections may be made.

Table 3.2-3
First follow-up race breakdown[a]

	First Follow-Up Initial Selections	Freshened Sample	Dropped in final Subsampling[b]	Final Sample
All	21,474	1,229	1,997	20,706
Asian/Pacific Islanders	1,367	89	141	1,315
Hispanics	2,828	246	323	2,751
American Indians	278	28	32	274
Blacks	2,265	235	280	2,220
Whites	14,349	554	1,061	13,842
Missing/Refused	387	77	160	304

[a] Figures in this table represent the first follow-up constructed race variable frequencies.[19]

[b] 1,821 members of the eighth-grade longitudinal cohort and 169 freshened tenth graders were dropped in Phase 3 subsampling. In addition, 7 members of the eighth-grade longitudinal cohort were discarded because they were selected in error during the base year.

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[18] In a sense, even the final sample size of 20,706 is provisional since, at a later date, questionnaire data will be added for the base year ineligible students who were reclassified as eligible in the first follow-up. The sample size of 20,706 will increase with the addition of participating and nonparticipating 1990-eligible members of the 1988-ineligible sample.

[19] This variable--constructed race--is not the same variable used in Table 3.2-2 or included on the data files and reported in the codebooks. This variable was used because it was the only race variable that was constructed for initial sample members dropped in final subsampling.

3.2.4 Sample of Base Year Ineligibles

The NELS:88 base year sample excluded students for whom the NELS:88 tests would be unsuitable (i.e., mentally handicapped students and students not proficient in English) and students whose physical or emotional problems would have made participation in the survey unduly difficult. Data were obtained on the numbers of such ineligibles to facilitate inferences to the larger population that includes such persons. About 5.3 percent of the students at base year sample schools were excluded from participation. Of these, 57 percent were excluded because of mental disability, another 35 percent because of language barriers, and 8 percent because of physical disability. (Further detail on sample eligibility in the base year is provided in the *NELS:88 Base Year Sample Design Report*, pp. 6-11.)

There were several reasons for adding a sample of ineligibles at this time. One such consideration was a change in eligibility rules between base year and first follow-up. Because a Spanish translation of the first follow-up questionnaire was developed and because the requirement that standardized tests be administered was waived for those who could not complete them in English, it was feasible for some of the base year ineligibles to take part in the first follow-up who could not have taken part in the base year. Another consideration was the need to accommodate eligibility change.[20] Students whose ineligibility status had changed between 1988 and 1990 also could be surveyed in the first follow-up. However, even for those excluded base year students who still could not complete the NELS:88 instruments, collecting additional demographic information would help to better describe any undercoverage biases, while collecting school enrollment status information would facilitate more accurate estimation of a national dropout rate between grades eight and ten.

Because the ineligibles had been excluded prior to the base year sample selection, we simulated the selection of a base year sample that included these ineligibles. Within each base year sample school, we applied the same within-school sampling rates that had been used in selecting the base year sample students. A total of 674[21] ineligibles was selected for this simulated base year sample by the following procedure, with a final sample size of 653.

Of 10,853 students declared ineligible on the base year rosters, an initial sample -- representing the number who would have been included in the sample had there been no exclusions -- was drawn, numbering 1,598 students. The file of 1,598 ineligible students was then sorted by ethnicity and eligibility reason. A serpentine sort was then employed. The file was subsampled, using an interval of 2.37091 and a random start of 1.685831. The result of this process was selection of the 674 1987-88 eighth graders who were to be part of the followback study of ineligibles. (In addition, 27 base year dropouts were added to the sample of 674 as part of the base year ineligible study.) The eligibility status of these students was reassessed, their school enrollment status and basic demographic characteristics were determined, and student or dropout questionnaire data were obtained from those deemed able to complete a questionnaire. These questionnaires will be added to the data from the rest of the first follow-up sample at a later point in time. Questionnaire data from those who were successfully surveyed will be included in the combined base year-first follow-up-second follow-up data release and may be made available as a separate restricted use file prior to that time. (For details of the sampling methodology and composition of the base year ineligibles sample, see the forthcoming *NELS:88 First Follow-Up Final Technical Report*; for a statement of the data analysis implications of undercoverage of the limited English language proficient population, see Section 3.5.1 of this manual.)

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[20] While, in general, the tendency is for certain classes of ineligible students to become eligible (for example, speakers of other languages come to be proficient in English), in rare instances eligible 1987-88 eighth graders had become ineligible in the first follow-up (for example, because of mental or physical problems engendered by an accident). We have treated students who were outside the United States in the 1989-90 school year as out-of-scope for the first follow-up, but as retaining their overall sample eligibility. That is to say, in the second follow-up we will attempt to ascertain whether these students have returned to the United States. If so, they will be surveyed as NELS:88 sample members in the spring term of the 1991-92 school year.

[21] The target sample size of the followback study of ineligibles was in fact set at 600. There were 172 students in the initial ($N = 1,598$) ineligibles file who were crossed off rosters but not assigned ineligibility codes. Since these were expected in most cases to be transfers, 674 cases were selected in order to ensure that a final ineligibles sample of at least 600 was obtained. Indeed, 48 of the 74 "no ineligibility reason given" cases were found to be transfer students, and hence, ineligible for the followback study. This meant that the sample size for the ineligibles study was 626. To this final sample of 626 was added the special sample of 27 base year dropouts (for information about this group, see the base year student data file user's manual, Appendix E). The final sample size of 626 (plus 27) must further be adjusted to accommodate out of scope students. (In the course of follow-up, it was determined that some sample members had died or were outside of the country.)

3.3 Calculation of First Follow-Up Sample Weights

The general purpose of weighting survey data is to compensate for unequal probabilities of selection and to adjust for the effects of nonresponse. Weights are often calculated in two main steps. In the first step, unadjusted weights are calculated as the inverse of the probabilities of selection, taking into account all stages of the sample selection process. In the second step, these initial weights are adjusted to compensate for nonresponse; such nonresponse adjustments are typically carried out separately within multiple weighting cells.

Two weights were developed for the overall NELS:88 first follow-up sample. The first, or *basic*, weight applies to all members of the first follow-up sample who completed a first follow-up questionnaire, regardless of their status during the base year. The basic weight (F1QWT) allows projections to the population consisting of all persons who were either in the eighth grade during the 1987-88 school year or in the tenth grade during the 1989-90 school year. Thus, this population encompasses both populations of prime analytic interest--1990 tenth graders (including those who were not eighth graders in 1988) and 1988 eighth graders two years later. By selecting the appropriate sample members, analysts can use this basic weight to make unbiased projections to the first of these populations (i.e., 1990 tenth graders). The second, or *panel*, weight applies to all members of the first follow-up sample with complete data from both rounds of the study. The panel weight (F1PNLWT) can be used to make projections to the other key analytic population--1988 eighth graders (excluding those ineligible for base year data collection).

In addition to these two weights, two additional weights were developed for use with the dropout data only. These weights were constructed in order to adjust for the high nonresponse for items that were not included in the abbreviated version of the dropout questionnaire, and should be used with these items when conducting analyses on the dropout data. Section 3.5.2 explains the rationale behind the construction of these weights as it relates to nonresponse.

3.3.1 Basic First Follow-Up Weight (F1QWT)

Calculation of the basic cross-sectional weight required somewhat different procedures for two groups of the full first follow-up sample--1988 eighth graders deemed eligible for the base year survey, and 1990 tenth graders who were not in the eighth grade in 1988.

Eligible 1988 eighth graders. With a few exceptions, those individuals who were eligible for the base year survey and selected into the base year sample in 1988 remained eligible for the first follow-up sample. (The exceptions involved cases who died, left the country, or suffered grave impairments between 1988 and 1990.)

The first step in constructing a basic weight for these sample cases involved developing a design weight that reflected the selection probabilities for each case. Each case selected for the base year sample (including base year nonparticipants) was assigned a base year design weight (BYDW) based on his or her probability of selection into the base year sample. The base year design weight reflected both the probability of selecting the base year school (inflated to adjust for school-level nonresponse) and the probability of selecting the student given that the school had been selected and agreed to participate. The base year design weight does not adjust for student-level nonresponse. The base year design weight was then multiplied by the inverse of the case's probability of selection for the first follow-up sample; the latter probability took into account the subsampling done during the first follow-up. More formally, the first follow-up design weight (FFUDW) for student i was defined as:

$$\text{FFUDW}_i = \text{BYDW}_i \times (1/P_{1i}),$$

in which P_{1i} represents the probability of selection for the first follow-up sample.

The next step was to adjust the design weight for first follow-up nonresponse. Weighted response rates were computed for subgroups of this portion of the first follow-up sample. (The weight used was the first follow-up design weight.) The subgroups were:

a. Out of sequence students (i.e., those who were not in tenth grade in 1990);
b. Dropouts identified at the time of initial first follow-up sampling;
c. Students who had transferred out of the first follow-up school from which they were selected;
d. Potential drop-outs;
e. Other students initially classified as attending schools with 3 or fewer base year students;
f. Other students initially classified as attending schools with 4 or more base year students.

The product of the inverse of the relevant response rate and the first follow-up design weight served as a preliminary adjusted weight. These preliminary weights were then further adjusted to meet overall and marginal targets for the sums of the weights. The target for a given marginal category was the sum of the final base year weights for all base year sample cases in that category. The categories were based on base year school type (public, Catholic, NAIS private, and other private), student sex (male and female), race/ethnicity (non-Hispanic White, American Indian, Hispanic, Asian, non-Hispanic Black, and unknown), and base year region (Northeast, Midwest, South, and West). The preliminary adjusted first follow-up weights were further adjusted until the sum of the weights for each marginal category (e.g., males) was equal to the corresponding sum of the final base year weights for that group. This final adjustment procedure is referred to as multidimensional raking.[22]

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[22] Multidimensional raking was also used in the base year weighting process. Although it is generally true that the base year weight for a student should be less than the first follow-up weight, this relationship may sometimes be reversed. This is a consequence of the raking procedure. The use of raking may also sometimes produce a reversal of the ordering for panel weights (described in the next section) relative to the basic first follow-up weight; that is, the first follow-up panel weight for an individual may be less than the individual's basic first follow-up weight.

1990 tenth graders who were not 1988 eighth graders. All members of this population who are included in the first follow-up sample were selected through the freshening process. This process linked each 1990 tenth grader who was not a 1988 eighth grader to a student who was an eighth grader in 1988. The first follow-up design weight (FFUDW) for each student in the freshening sample is therefore equal to the first follow-up design weight of the base year student to whom he or she was linked. For purposes of variance estimation, both students are considered members of the same stratum and school.

The nonresponse adjustment for this portion of the sample involved two steps. First, the first follow-up design weight (FFUDW) for responding students in the freshening sample was inflated by a factor equal to the inverse of the weighted response rate for this portion of the sample. (The first follow-up design weight was the weight used in computing this response rate.) Second, the marginal distributions of the weights of the respondents were adjusted, by raking, to match the corresponding distributions for all cases selected through freshening (including nonrespondents). The two dimensions used in the raking procedure were sex and race/ethnicity (non-Hispanic White, American Indian, Hispanic, Asian, non-Hispanic Black, and unknown as the categories).

3.3.2 First Follow-Up Panel Weight (F1PNLWT)

The panel weight was developed only for individuals who were selected for both the base year and first follow-up samples and who provided complete data in both rounds. The same procedures used in developing the basic first follow-up weight for 1988 eighth graders selected for the base year sample were applied to the subset for whom complete data were obtained in both rounds. As with the basic first follow-up weight, the target sum of weights for the panel weight was the sum of the final base year weights for all base year sample cases who remained eligible for the first follow-up sample. The same six nonresponse adjustment groups and multidimensional raking procedures used in calculating the basic first follow-up weight were also used in calculating the panel weight.

3.3.3 First Follow-Up Special Nonresponse-Adjusted Weights (F1DQAJWT and F1DPAJWT)

In order to maximize the number of respondents who received key items on the dropout questionnaire, an abbreviated questionnaire was administered to roughly twenty-five percent of the participating dropout sample. As a result, a substantial number of items are missing for twenty-five percent of the dropout respondents. Dropouts who received the abbreviated questionnaire were not selected at random from among nonrespondents. The purposive targetting of these respondents may have increased nonsampling error due to nonresponse, and may contribute to bias in estimates derived from the items with the high level of nonresponse.

As a partial corrective, a special abbreviated questionnaire nonresponse weight, to be applied to items that did not appear on the abbreviated questionnaire, was created to compensate for some known differences (specifically, race, gender, and last grade attended) between respondents who received the abbreviated questionnaire and those who received the full version. (See Appendix L for list of the items which were included in the abbreviated dropout questionnaire.)

The first step in creating this weight involved examining differences between dropouts who received the full questionnaire and those who received the abbreviated version. The variables used in the comparison are listed below.

1. Reasons for dropping out (F1D6A-U)
2. When did you last attend school? (F17MONTH/F17YEAR)
3. What grade were you in when you last attended school? (F1D8)
4. Did you pass that grade? (F1D9)
5. Do you plan to get a high school diploma or GED? (F1D11)
6. Grades before dropping out? (F1D20)
7. Days absent during last full semester. (F1D22)
8. Other language besides English spoken in your home? (F1D41)
9. Do you have any children of your own? (F1D63)
10. Are you currently working or have you ever had a job? (F1D73)
11. Age
12. Sex
13. Race/ethnicity
14. SES quartile

Separate analyses of the differences between the two questionnaire groups were performed on the cross-sectional and panel dropout samples. The groups differed on a number of variables, depending upon whether the cross-sectional or panel sample was used. The three variables with the largest consistent differences across the two samples were race/ethnicity, sex, and F1D8 (grade when last attended school, dichotomized to 8/9th vs 10th). These variables were not significantly related in the full dropout sample, thus minimum redundancy results from adjustments made using each.

The adjustment was carried out by using multidimensional raking to adjust the weights of dropouts not receiving the abbreviated version of the questionnaire to sum to the dropout weight totals for the following groups: Minority status (white, minority, missing), Sex (male, female, missing), F1D8 (8/9th, 10th, missing) for the full dropout sample and for the panel sample.

As mentioned previously, analysts should use F1DQAJWT and F1DPAJWT when analyzing dropout data (for the cross-sectional or panel samples, respectively) for variables not in the abbreviated dropout questionnaire. If the analyst wishes, he or she may utilize F1DQAJWT and F1DPAJWT for these variables with the combined dropout/student samples by creating a composite weight which is F1QWT or F1PNLWT for students and F1DQAJWT or F1DPAJWT for dropouts.

3.3.4 Results of Weighting

To check the sample case weights, we analyzed the statistical properties of the weights. Table 3.3-1 displays the mean, variance, standard deviation, coefficient of variation, minimum, maximum, skewness, and kurtosis for all of the weights included on first follow-up dropout data file.

The first follow-up questionnaire (F1QWT) and panel (F1PNLWT) weights are larger, on average, and more variable than the base year questionnaire weight. This mostly reflects the effect of subsampling students at different rates depending upon the number of other NELS:88 students they clustered with in their first follow-up schools and the subsampling of transfer students.

Table 3.3-1
NELS:88 first follow-up statistical properties of sample weights

WEIGHT	F1QWT	F1PNLWT	F1DQAJWT	F1DPAJWT
Mean	207.77	236.55	275.36	307.23
Variance	146,708.24	201,092.89	318,509.93	436,903.37
Standard Deviation	383.03	448.43	564.37	660.99
Coefficient of Variation (X 100)	184.35	189.57	204.96	215.14
Minimum	13.01	15.95	17.31	20.14
Maximum	6,996.81	7,479.71	10,044.68	10,529.21
Skewness	10.92	10.33	11.89	11.18
Kurtosis	151.94	133.88	170.06	145.47
Sum	216,705.68	180,959.08	216,705.68	180,959.08
Number of Cases	1,043.00	765.00	787.00	589.00

3.4 First Follow-Up Analysis of Sampling Errors

As in the base year, we calculated standard errors as a measure of sampling variability in survey results; the standard error is an estimate of the expected difference between a statistic from a particular sample and the corresponding population value. Because NELS:88 uses a multistage, clustered probability sample design, rather than a simple random sample, the resulting statistics are more variable than they would have been had they been based on data from a simple random sample of the same size. This increase in sampling variability is measured by the design effect. Section 3.4.1 presents design effects and standard errors for selected statistics derived from first follow-up data. Section 3.4.2 explains the use of mean design effects to approximate the standard errors of statistics based on data from the first follow-up of NELS:88.

3.4.1 Standard Errors and Design Effects

Standard errors and design effects were calculated for 30 means and proportions based on the NELS:88 student and dropout data. The goal was to estimate standard errors/design effects for all respondents including dropouts, on the one hand, and separately for dropouts, on the other. Because of the lack of perfect overlap between questions on the student and dropout questionnaires, and because 25 percent of the dropout sample was administered an abbreviated questionnaire, it was necessary to select two sets of 30 items, one set to represent questions asked of all respondents and one to represent questions asked of all dropouts.

To select questions for the standard errors/design effects analysis of all respondents a number of criteria were used. The first criterion was whether a question appeared in the NELS:88 base year or High School and Beyond analyses of standard errors/design effects, and resulted in the selection of ten questions. Policy relevance was the second criterion used for selecting questions. Using this criterion, four cognitive test scores, specifically the IRT-estimated number right scores for math, English, science and social studies, were selected. The remaining 16 variables were selected randomly from the pool of remaining critical items. More information about the selection of questions in computing standard errors and design effects, along with tables for individual item standard errors, are presented in the *NELS:88 First Follow-Up Student Component Data File User's Manual*,[23] Chapter III.

For dropouts, the starting point for selecting the variables for standard error/design effect calculations was to use items that overlapped between the student and dropout questionnaires and that were already selected for the analysis of all respondents. There were 18 such items. The remaining items were selected randomly from the pool of critical items not already selected that were in both the full and abbreviated versions of the dropout questionnaire. A systematic sample of 12 items from this pool was obtained by the same transformation, ordering, and systematic sampling procedure used to select items for all students.

Standard errors and design effects were calculated for each of the 30 items for the sample as a whole and for selected subgroups. Two sets of standard errors and design effects were calculated, one using all of the first follow-up respondents weighted by the full sample questionnaire weight, F1QWT, and the second using just the panel respondents weighted by F1PNLWT. Corresponding summary design effects for the subgroups are presented in Tables 3.4-1 (for all respondents) and 3.4-2 (respondents in both base year and first follow-up). DEFF and DEFT were calculated as follows:

$$\text{DEFF} = \frac{(\text{DESIGN SE})^2}{(\text{SRS-SE})^2} \qquad (1)$$

$$\text{DEFT} = \frac{\text{DESIGN SE}}{\text{SRS-SE}} \qquad (2)$$

Individual item standard errors, design effects and design effect summary statistics for dropouts are presented in Tables 3.4-3 (full sample) and 3.4-4 (panel sample). In addition, Tables 3.4-5 (full sample) and 3.4-6 (panel sample) report standard errors for the selected variables using the special nonresponse-adjusted weights. No subgroup analyses were conducted for the dropouts because the resulting sample sizes would have been quite small. Individual item standard errors and design effects by subgroups are presented in the *First Follow-Up Final Technical Report*.

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[23] Ingels, S.J.; Scott, L.A.; Lindmark, J.T.; Frankel, M.R.; Myers, S.L.; and Wu, S. April 1992; Washington, D.C., U.S. Department of Education (NCES 90-030).

Table 3.4-1
Mean design effects (DEFFs) and root design effects (DEFTs) for student and dropout questionnaire data -- full sample

Group	Mean DEFF	Mean DEFT
Students	3.858	1.923
Dropouts	4.713	1.999
Male[24]	3.370	1.797
Female	3.454	1.813
White	3.051	1.712
Black	3.615	1.827
Hispanic	3.555	1.755
Asian/Pacific Islander	2.765	1.627
American Indian/ Alaskan Native	2.415	1.442
Public schools	3.226	1.755
Catholic schools	2.668	1.535
Other private schools	6.650	2.421
Low SES[25]	2.838	1.649
Middle SES	3.088	1.719
High SES	3.477	1.797
Urban	3.478	1.847
Suburban	3.475	1.799
Rural	2.668	1.578

Note: Each mean is based on 30 questionnaire items.

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[24] Sex categories are based on the composite sex variable.

[25] The category "Middle SES" is based on combining the two middle SES quartiles of the student data file composite F1SES.

Table 3.4-2
Mean design effects (DEFFs) and root design effects (DEFTs) for student and dropout questionnaire data -- panel sample

Group	Mean DEFF	Mean DEFT
Students	3.802	1.912
Dropouts	4.705	1.997
Male[26]	3.456	1.817
Female	3.324	1.783
White	3.101	1.729
Black	3.804	1.867
Hispanic	2.643	1.591
Asian/Pacific Islander	2.758	1.609
American Indian/ Alaskan Native	2.066	1.362
Public schools	3.147	1.736
Catholic schools	2.619	1.513
Other private schools	6.529	2.391
Low SES	2.797	1.644
Middle SES	3.138	1.732
High SES	3.576	1.817
Urban	3.463	1.842
Suburban	3.412	1.788
Rural	2.634	1.571

Note: Each mean is based on 30 questionnaire items.

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[26] Sex categories are based on the composite sex variable.

Table 3.4-3
NELS:88 first follow-up: Standard errors and design effects, dropouts, full sample (*N*=1,043; F1QWT)

Survey item (or composite variable)		Estimate	Design S.E.[a]	DEFF	DEFT	N	SRS S.E.[b]
R could not get along w/others	F1D6E	19.05	2.604	4.392	2.096	1000	1.243
R had no feeling of safety in school	F1D6K	11.41	2.142	4.535	2.129	1000	1.006
R had no feeling of belonging	F1D6P	24.97	3.230	5.563	2.359	1000	1.369
R dropped out because of failing grades	F1D6R	42.10	3.506	5.038	2.245	1000	1.562
R had passing grade when last in school	F1D9	18.10	2.185	3.265	1.807	1015	1.209
Sts were in college prep/acad program	F1D16C	7.70	3.208	14.686	3.832	1015	0.837
Sts were in vocational/tech training	F1D16D	12.16	1.952	3.617	1.902	1015	1.026
Sts expect to finish college	F1D38	12.36	2.611	6.457	2.541	1027	1.027
At age 30 exp to be an employee	F1D39A	9.27	1.855	3.925	1.981	960	0.936
At age 30 exp to be a farmer	F1D39C	4.12	3.291	26.265	5.125	960	0.642
At age 30 exp to be a homemaker	F1D39D	3.01	0.828	2.255	1.502	960	0.551
At age 30 exp to be a manager	F1D39F	4.69	1.130	2.742	1.656	960	0.682
At age 30 exp to be in the military	F1D39G	3.61	0.652	1.172	1.083	960	0.602
At age 30 exp to be an operative	F1D39H	4.30	0.934	2.033	1.426	960	0.655
At age 30 exp to be a clergyman	F1D39J	7.45	2.708	10.201	3.194	960	0.848
At age 30 exp to be a school teacher	F1D39N	0.40	0.191	0.889	0.943	960	0.203
At age 30 exp to be a technician	F1D39P	2.90	0.600	1.227	1.108	960	0.542
At age 30 do not know what to be	F1D39S	15.16	1.735	2.244	1.498	960	1.158
Others in home speak Spanish	F1D42	78.99	4.734	3.686	1.920	274	2.466
Live w/father in same house	F1D86A	31.16	2.558	3.084	1.756	1012	1.457
Live w/other adult male in hh	F1D86C	14.13	2.109	3.706	1.925	1012	1.095
Live with mother in same hh	F1D86D	69.97	2.814	3.810	1.952	1012	1.442
Live w/stepmother in same hh	F1D86E	2.66	0.635	1.576	1.255	1012	0.506
Live w/other adult female in hh	F1D86F	15.39	2.657	5.482	2.341	1012	1.135
Live with boy/girl friend	F1D86H	7.31	1.173	2.052	1.433	1012	0.809
Live with own children	F1D86I	18.42	2.448	4.031	2.008	1012	1.219
#-Sisters living in same hh	F1D87B	0.63	0.063	4.431	2.105	958	0.030
#-Grandparents in same hh	F1D87C	0.16	0.038	6.109	2.472	932	0.015
#-Relatives under 18 in same hh	F1D87D	0.19	0.030	1.056	1.028	934	0.029
#-Non relatives under 18 same hh	F1D87F	0.11	0.028	1.858	1.363	927	0.021
Mean				4.713	1.999		
Minimum				0.889	0.943		
Maximum				26.265	5.125		
Standard deviation				4.953	0.860		
Median				3.696	1.923		

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[a] Standard error calculated taking into account the sample design.

[b] Standard error calculated under assumptions of simple random sampling.

Table 3.4-4
NELS:88 first follow-up: Standard errors and design effects, dropouts, panel sample (N=765; F1PNLWT)

Survey item (or composite variable)		Estimate	Design S.E.[a]	DEFF	DEFT	N	SRS S.E.[b]
R could not get alng w/others	F1D6E	20.05	3.228	4.784	2.187	737	1.476
R had no feeling of safety in school	F1D6K	12.12	2.648	4.845	2.201	737	1.203
R had no feeling of belonging	F1D6P	23.22	3.932	6.382	2.526	737	1.556
R dropped out because of failing grades	F1D6R	39.87	4.083	5.118	2.262	737	1.805
R had passng grades when last in school	F1D9	16.95	1.956	2.022	1.422	745	1.376
Sts were in college prep/acad program	F1D16C	8.43	4.084	16.035	4.004	743	1.020
Sts were in vocational/tech training	F1D16D	13.21	2.365	3.619	1.902	743	1.243
Sts expect to finish college	F1D38	11.84	3.177	7.300	2.702	756	1.176
At age 30 exp to be an employee	F1D39A	9.52	2.182	3.884	1.971	704	1.107
At age 30 exp to be a farmer	F1D39C	5.29	4.147	24.127	4.912	704	0.844
At age 30 exp to be a homemaker	F1D39D	2.20	0.786	2.016	1.420	704	0.554
At age 30 exp to be a manager	F1D39F	4.95	1.430	3.058	1.749	704	0.818
At age 30 exp to be in the military	F1D39G	3.54	0.788	1.277	1.130	704	0.697
At age 30 exp to be an operative	F1D39H	4.45	1.141	2.153	1.467	704	0.778
At age 30 exp to be a clergyman	F1D39J	6.73	2.772	8.611	2.934	704	0.945
At age 30 exp to be a school teacher	F1D39N	0.49	0.247	0.883	0.939	704	0.263
At age 30 exp to be a technician	F1D39P	2.92	0.678	1.142	1.068	704	0.635
At age 30 do not know what to be	F1D39S	15.03	2.012	2.228	1.493	704	1.348
Others in home speak Spanish	F1D42	79.63	5.197	3.347	1.829	202	2.841
Live with father in same house	F1D86A	30.89	3.018	3.144	1.773	738	1.702
Live with other adult male in hh	F1D86C	14.28	2.502	3.769	1.941	738	1.289
Live with mother in same hh	F1D86D	68.29	3.366	3.856	1.964	738	1.714
Live with stepmother in same hh	F1D86E	2.83	0.780	1.631	1.277	738	0.611
Live with other adult female in hh	F1D86F	16.27	3.274	5.800	2.408	738	1.359
Live with boy/girl friend	F1D86H	7.62	1.394	2.033	1.426	738	0.978
Live with own children	F1D86I	18.90	2.932	4.133	2.033	738	1.442
#-sisters living in same household	F1D87B	0.62	0.077	5.433	2.331	696	0.033
#-grandparents in same household	F1D87C	0.17	0.047	6.252	2.500	674	0.019
#-relatives under 18 in same house	F1D87D	0.21	0.039	1.061	1.030	679	0.038
#-non relatives under 18 in same hh	F1D87F	0.12	0.028	1.211	1.101	672	0.025
Mean				4.705	1.997		
Minimum				0.883	0.939		
Maximum				24.127	4.912		
Standard deviation				4.748	0.862		
Median				3.694	1.922		

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[a] Standard error calculated taking into account the sample design.

[b] Standard error calculated under assumptions of simple random sampling.

Table 3.4-5
NELS:88 first follow-up: Standard errors and design effects, dropouts, full sample (*N*=1,043; F1DQAJWT)

Survey item (or composite variable)	Var-name	Esti-mate	SE	DEFF	DEFT	NUM	SESRS
R could not get along with others	F1D6E	14.76	2.417	3.506	1.872	756	1.291
R had no feeling of safety in school	F1D6K	6.20	1.025	1.364	1.168	756	0.878
R had no feeling of belonging	F1D6P	23.55	4.319	7.823	2.797	756	1.544
R dropped out because of failing grd	F1D6R	39.71	4.323	5.893	2.428	756	1.781
R had passing grades when last in schl	F1D9	17.73	2.526	3.381	1.839	774	1.374
Sts were in college prep/academic pgm	F1D16C	10.60	4.405	15.629	3.953	764	1.114
Sts were in vocational/technical traing	F1D16D	12.57	1.777	2.193	1.481	764	1.200
Sts expect to finish college	F1D38	13.80	3.366	7.431	2.726	781	1.235
At age 30 expect to be an employee	F1D39A	10.40	2.403	4.376	2.092	707	1.149
At age 30 expect to be a farmer	F1D39C	6.01	4.729	27.956	5.287	707	0.894
At age 30 expect to be a homemaker	F1D39D	3.06	0.918	2.004	1.416	707	0.648
At age 30 expect to be a manager	F1D39F	5.99	1.496	2.805	1.675	707	0.893
At age 30 expect to be in the military	F1D39G	4.67	0.951	1.434	1.197	707	0.794
At age 30 expect to be an operative	F1D39H	3.82	1.000	1.922	1.386	707	0.721
At age 30 expect to be a clergyman	F1D39J	9.92	3.782	11.297	3.361	707	1.125
At age 30 expect to be a school teacher	F1D39N	0.30	0.174	0.714	0.845	707	0.206
At age 30 expect to be a technician	F1D39P	2.94	0.638	1.007	1.004	707	0.636
At age 30 do not know what to be	F1D39S	9.07	1.525	1.990	1.411	707	1.081
Others in home speak Spanish	F1D42	85.40	3.841	2.473	1.573	210	2.443
Live with father in same house	F1D86A	29.66	2.974	3.264	1.807	771	1.646
Live with other adult male in hh	F1D86C	12.21	1.725	2.137	1.462	771	1.180
Live with mother in same household	F1D86D	71.26	3.476	4.543	2.131	771	1.631
Live with stepmother in same hh	F1D86E	2.32	0.573	1.118	1.057	771	0.542
Live with other adult female in hh	F1D86F	13.42	3.176	6.684	2.585	771	1.228
Live with boy/girl friend	F1D86H	7.37	1.376	2.136	1.462	771	0.942
Live with own children	F1D86I	15.03	2.268	3.101	1.761	771	1.288
#-Sisters living in same household	F1D87B	0.65	0.082	6.394	2.529	714	0.032
#-Grandparents in same household	F1D87C	0.13	0.020	1.584	1.259	693	0.016
#-Relatives under 18 in same house	F1D87D	0.22	0.042	1.227	1.108	697	0.038
#-Non relatives under 18 in same hh	F1D87F	0.11	0.032	1.750	1.323	689	0.024
Mean				4.638	1.933		
Minimum				0.714	0.845		
Maximum				27.956	5.287		
Standard deviation				5.515	0.965		
Median				2.639	1.624		

Table 3.4-6
NELS:88 first follow-up: Standard errors and design effects, dropouts, panel sample (*N*=765; F1DPAJWT)

Survey item (or composite variable)	Var-name	Esti-mate	SE	DEFF	DEFT	N	SRS S.E.
R could not get along w/others	F1D6E	14.87	2.876	3.711	1.926	569	1.493
R had no feeling of safety in school	F1D6K	5.62	1.158	1.437	1.199	569	0.966
R had no feeling of belonging	F1D6P	22.21	5.276	9.152	3.025	569	1.744
R dropped out because of failing grd	F1D6R	37.80	5.091	6.261	2.502	569	2.035
R had passing grades when last in schl	F1D9	14.83	2.145	2.109	1.452	580	1.477
Sts were in college prep/academic pgm	F1D16C	11.30	5.491	17.119	4.138	570	1.327
Sts were in vocational/technical traing	F1D16D	13.29	2.047	2.069	1.439	570	1.423
Sts expect to finish college	F1D38	13.56	4.213	8.826	2.971	584	1.418
At age 30 expect to be an employee	F1D39A	10.07	2.763	4.468	2.114	531	1.307
At age 30 expect to be a farmer	F1D39C	7.50	5.810	25.80	5.080	531	1.144
At age 30 expect to be a homemaker	F1D39D	3.02	1.197	2.589	1.609	531	0.744
At age 30 expect to be a manager	F1D39F	6.28	1.872	3.157	1.777	531	1.054
At age 30 expect to be in the military	F1D39G	4.24	1.067	1.487	1.219	531	0.875
At age 30 expect to be an operative	F1D39H	4.24	1.210	1.911	1.382	531	0.875
At age 30 expect to be a clergyman	F1D39J	9.26	4.186	11.050	3.324	531	1.259
At age 30 expect to be a school teacher	F1D39N	0.41	0.235	0.725	0.852	531	0.276
At age 30 expect to be a technician	F1D39P	2.74	0.643	0.821	0.906	531	0.710
At age 30 do not know what to be	F1D39S	9.84	1.939	2.247	1.499	531	1.294
Others in home speak Spanish	F1D42	86.13	4.712	2.955	1.719	160	2.741
Live with father in same house	F1D86A	29.07	3.468	3.348	1.830	575	1.895
Live with other adult male in hh	F1D86C	11.52	1.860	1.948	1.396	575	1.333
Live with mother in same household	F1D86D	70.45	4.227	4.927	2.220	575	1.904
Live with stepmother in same hh	F1D86E	2.20	0.631	1.063	1.031	575	0.612
Live with other adult female in hh	F1D86F	12.99	3.901	7.727	2.780	575	1.403
Live with boy/girl friend	F1D86H	7.94	1.689	2.241	1.497	575	1.128
Live with own children	F1D86I	15.99	2.690	3.092	1.758	575	1.530
#-Sisters living in same household	F1D87B	0.65	0.101	7.589	2.755	529	0.037
#-Grandparents in same household	F1D87C	0.12	0.022	1.472	1.213	510	0.018
#-Relatives under 18 in same house	F1D87D	0.25	0.052	1.171	1.082	516	0.048
#-Non relatives under 18 in same hh	F1D87F	0.10	0.029	0.997	0.999	508	0.029
Mean				4.782	1.956		
Minimum				0.725	0.852		
Maximum				25.801	5.080		
Standard deviation				5.428	0.994		
Median				2.772	1.664		

As expected, the design effects in the first follow-up are somewhat higher than those of the base year. This is a result of the subsampling procedures used for the first follow-up. As described in Section 3.2.1, students who were found to be attending schools with a small number of base year sample students were undersampled in the first follow-up. For the base year survey the average design effect for students was 2.54; the average design effects for the first follow-up are 3.86 for all respondents and 3.80 for respondents in both the base year and first follow-up samples (i.e., panel respondents).

The general tendency in longitudinal studies is for design effects to lessen over time, as dispersion reduces the original clustering. However, subsampling has the opposite effect, that is, it increases design effects. This is so because subsampling introduces additional variability into the weights with an attendant loss in sample efficiency, as may be illustrated by the case of the sophomore cohort of HS&B.

The mean design effect for the base year HS&B sophomores (1980) was 2.88. Some subsampling of nonrespondents was done in the HS&B first follow-up, which had a rather higher design effect, 3.59. Comparatively more subsampling was done in the NELS:88 first follow-up, which has an overall design effect similar to though somewhat higher than the HS&B first follow-up (3.8 or 3.9 for NELS:88, 3.6 for HS&B).

The larger design effects (compared to NELS:88 and HS&B base years) in the NELS:88 first follow-up survey are probably due to disproportionality in strata representation introduced by subsampling (see Section 3.2-1). This is illustrated in the higher design effects for dropouts than for students (full sample: students, 3.86, dropouts, 4.71; panel sample: students, 3.80, dropouts, 4.70); dropouts were retained at a much higher rate (i.e., certainty) than students, who were subsampled at rates corresponding to their clustering in first follow-up schools (see Table 3.2-1).

To make a more exact assessment of the expected increase in design effects for the first follow-up sample an additional analysis of the student data was conducted using NELS:88 base year data. Standard errors and design effects were calculated on the base year student respondents, using the same variables that were used in the base year analysis, but using the first follow-up panel weight. Any magnitude of the increase in design effects in the first follow-up can be assessed by comparing the average design effect obtained from this analysis with the design effect obtained using the entire base year sample and the base year questionnaire weight, BYQWT. This analysis yielded a design effect of 3.90 (root design effect=1.96), and supports the contention that the increase in first follow-up design effects is due to weighting necessary to accommodate the subsampling.

3.4.2 Design Effects and Approximate Standard Errors

Researchers who do not have access to software for computing accurate estimates of standard errors can use the mean design effects presented in Tables 3.4-1 and 3.4-2 (when using dropout data in combination with student data) to approximate the standard errors of statistics based on the NELS:88 data. Design-corrected standard errors for a proportion can be estimated from the standard error computed using the formula for the standard error of a proportion based on a simple random sample and the appropriate mean root design effect (DEFT):

$$SE = DEFT \times (p\ (1-p)/n)^{1/2} \qquad (1)$$

where p is the weighted proportion of respondents giving a particular response, n is the size of the sample, and DEFT is the mean root design effect.

Similarly, the standard error of a mean can be estimated from the weighted variance of the individual scores and the appropriate mean DEFT:

$$SE = DEFT \times (Var/n)^{1/2} \qquad (2)$$

where Var is the sample variance, n is the size of the sample, and DEFT is the mean root design effect.

Tables 3.4-1 and 3.4-2 make it clear that the design effects and root design effects vary considerably by student subgroup. (Dropouts are treated as a student subgroup; dropouts have not been further divided into constituent subgroups since subgroup samples would be too small).

Standard error estimates may be needed for subgroups that are not tabulated here. One rule of thumb may be useful in such situations: design effects will generally be smaller for groups that are formed by subdividing the subgroups listed in the tables. (This is because smaller subgroups will generally be less affected by clustering than larger subgroups.) Estimates for Hispanic males, for example, will generally have smaller design effects than the corresponding estimates for all Hispanics or all males. For this reason, it will usually be conservative to use the subgroup mean DEFT to approximate standard errors for estimates concerning a portion of the subgroup. This rule applies only when the variable used to subdivide a subgroup crosscuts schools. Sex is one such variable, since most schools include students of both sexes. It will not reduce the average cluster size to form groups that are based on subsets of schools.

Standard errors may also be needed for other types of estimates than the simple means and proportions that are the basis for the results presented here. A second rule of thumb can be used to estimate approximate standard errors for comparisons between subgroups. If the subgroups crosscut schools, then the design effect for the difference between the subgroup means will be somewhat smaller than the design effect for the individual means; consequently, the variance of the difference estimate will be less than the sum of the variances of the two subgroup means from which it is derived:

$$Var(b\text{-}a) < Var(b) + Var(a) \qquad (3)$$

in which Var(b-a) refers to the variance of the estimated difference between the subgroup means, and Var(a) and Var(b) refer to the variances of the two subgroup means. It follows from equation (3) that Var(a) + Var(b) can be used in place of Var(b-a) with conservative results.

A final rule of thumb is that more complex estimators show smaller design effects than simple estimators.[27] Thus, correlation and regression coefficients tend to have smaller design effects than subgroup comparisons, and subgroup comparisons have smaller design effects than means. This implies that it will be conservative to use the mean root design effects presented here in calculating approximate standard errors for complex statistics, such as multiple regression coefficients. The procedure for calculating such approximate standard errors is the same as with simpler estimates: first, a standard error is calculated using the formula for data from a simple random sample; then, the simple random sample standard error is multiplied by the appropriate mean root design effect.

One analytic strategy for accommodating complex survey designs is to use the mean design effect to adjust for the effective sample size resulting from the design. For example, one could create a new rescaled, design effect-adjusted weight, which is the product of the inverse of the design effect and the rescaled case weight ($\mathrm{NEWWGT}=(1/\mathrm{DE})*\mathrm{F1QWT}_i/(\Sigma\mathrm{F1QWT}_i/N)$), and use this new weight to deflate the obtained sample size to take into account the inefficiencies due to a sample design that is a departure from a simple random sample. Using this procedure, statistics calculated by a statistical program such as SPSS will reflect the reduction in sample size in the calculation of standard errors and degrees of freedom. Such techniques capture the effect of the sample design on sample statistics only approximately. However, while not providing a complete accounting of the sample design, this procedure is a decidedly better approach than conducting analysis that assumes the data were collected from a simple random sample. The analyst applying this correction procedure should carefully examine the statistical software he or she is using, and assess whether the program treats weights in such a way as to produce the effect described above.

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[27] Kish, L., and Frankel, M. (1974). Inference from complex samples. *Journal of the Royal Statistical Society: Series B* (Methodological), *36*, 2-37

3.5 Potential Sources of Nonsampling Measurement Error

Analysis of survey error is important for understanding the potential bias in making inferences from an obtained sample to a population. Both sampling and nonsampling measurement errors contribute to total survey error. Sampling errors occur because the data are collected from a sample rather than a census of the population. Sampling error analyses for NELS:88 (documenting standard errors of measurement and design effects for key variables) were presented earlier in this chapter. In this section, sources of nonsampling error are discussed.

Nonsampling error is the term used to describe variations in the estimates which may be caused by coverage, data collection, processing, and reporting procedures. Several factors comprise nonsampling measurement errors, including nonresponse biases caused by unit and item nonresponse; and imperfect reliability, and invalidity, of obtained data. Nonresponse is readily quantified. While many data quality factors are difficult to measure in the non-experimental context of large-scale survey administration, NELS:88 offers the possibility of comparing reports from multiple sources, thereby permitting some very approximate but useful validity parameters to be inferred.

Below, we discuss three kinds of nonsampling error in the NELS:88 base year and first follow-up: undercoverage, nonresponse, and problems in data quality.

3.5.1 Biases Caused by Undercoverage of Special Populations

3.5.1.1 Undercoverage of Non-English Speakers

There is significant undercoverage in the NELS:88 data of that portion of the language minority population that is more severely limited in English proficiency (LEP) or non-proficient (NEP) in English. This undercoverage is most severe for the base year questionnaire data, and for both base year and first follow-up test results. Undercoverage bias will affect estimates for LEPs and NEPs, but will also affect certain estimates for racial-ethnic subgroups that have large numbers of LEPs and NEPs when individuals in these groups generally differ in a relevant characteristic from other non-LEP/NEP Asians, Hispanics or others.[28] Although, for example, Hispanics and Asians were selected at a higher than normal rate in the base year and have been disproportionately retained in the first follow-up, significant numbers of Asian, Hispanic and other LEPs were excluded from the base year sample.

Specifically, among the total number of eighth-grade students enrolled in the 1,052 fully participating base year schools, 1.9 percent of the potential sample (3,831 of 202,966) were excluded by their schools for reasons of a language barrier to participation. Had no students been excluded for language reasons, the NELS:88 baseline would have included an additional 532 students. All of these students would be classifiable as LEPs or NEPs; 270 of these students would have been Hispanics, 175 would have been Asians, and a further 87 language-excluded eighth grade students would have been neither Hispanic nor Asian. Some 24,599 students (out of 26,432 sample members) participated in the base year, and of these participants, 642 were classified either by self-report or teacher report as having limited English proficiency. If one counts as LEP all students reported as LEP by either source, then just over half of the LEPs in the potential sample were captured by the base year sample design and contributed data to the base year. (If one uses the more stringent criterion of counting only those so identified by both sources -- self-report and teacher -- or counts only those identified by teachers, then less than half of the potential LEPs are represented in the base year data).

In the first follow-up, two measures were adopted to increase coverage of sample members with limited English language proficiency. (1) Eligibility rules were modified so that the number of LEPs obtained through sample freshening would be maximized. The modified eligibility rules were applied also to a sample of base year ineligibles. (2) In addition, base year ineligibles who had gained sufficient proficiency to complete survey forms in the first follow-up were added to the study.

3.5.1.2 Increasing Language Minority Coverage

LEPs who entered the sample through freshening. Substantial numbers of limited English proficient students entered the NELS:88 first follow-up in the freshening process. While, by the most generous count (that is, self-report or teacher report), only 2.6 percent (or, weighted, 2.3%) of the base year respondents were LEPs, around 17 percent of the freshening sample in first follow-up were classified by their schools as LEPs (176 out of 1,060)--LEPs are of course disproportionately present in the population of students who fall behind the modal progression through school. Virtually all[29] of the LEP students selected in the freshening process were retained for the first follow-up.

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[28] Of course, elements excluded from the sampling frame are not accounted for by sample weighting, so that population estimates from the data file fall appropriately short of full 1987-88 eighth grade enrollment figures. Nevertheless, such exclusions limit one's ability to describe in an unbiased way special populations of interest, such as all dropouts, all language minority students, and so on. Some examples of this potential for bias may serve to underline the need for caution in the use of the language minority student data. Let us suppose, for example, that one wishes to look at the cognitive test scores of various Asian subgroups. A group with a high immigration rate, such as Korean Americans, is likely to have a high rate of language exclusions; an Asian subgroup with a low immigration rate, such as Japanese Americans, is likely to have few language exclusions. Clearly test score comparisons between the groups can be biased by this factor; scores for Korean Americans may be inflated if there are large numbers of limited English proficiency students in this group who are excluded from the sample. Or let us suppose that one wants to derive a dropout rate for students with limited English proficiency. If those least proficient in English are most likely to drop out of school, then projections based on data that exclude this group will prove seriously misleading. If some racial or ethnic subgroups are disproportionately present in the group of students least proficient in English, then dropout estimates for these groups will be affected also.

As more fully accounted in Section 3.2 of this manual, eligibility rules were modified in the first follow-up to reduce the likelihood that LEP students would be excluded in the sample freshening process. With support from the Office of Bilingual Education and Minority Language Affairs (OBEMLA), the student questionnaire was translated into Spanish; because a translation of the cognitive tests was not feasible, students completing the Spanish questionnaire were not pressed to attempt to complete the test component. In addition, because the dropout questionnaire was not translated into Spanish, the exclusion of LEPs in the dropout population who may have had an opportunity to participate had they been enrolled in school is a greater factor in potential bias caused by undercoverage of this population.

LEPs who entered the sample through the Base Year Ineligibles Study. At the same time, the same modified eligibility rules were applied retroactively to a sample of base year language-excluded students. Base year language-excluded students whose English proficiency status had changed such that they now were able to complete the survey forms were administered the English-language version of the first follow-up student or dropout questionnaire. Cognitive test data were not collected for this group (although they are to be tested in the second follow-up in 1992). The 532 students who would have been chosen for the base year except for language barriers to their participation are represented (with appropriate adjustment to their weights) in the base year ineligibles study by 204 individuals.

Of those 204 individuals, 132 were reclassified as eligible for participation in NELS:88, 21 were out of the country at the time of the first follow-up (an attempt will be made to relocate all 1990 out-of-country students in the second follow-up, since some may have returned), 40 were classified as still ineligible (these cases will be reassessed in the second follow-up) and eleven of the 204 cases were not successfully screened. Students with a base year language barrier who were reclassified were administered the first follow-up student questionnaire in Spanish or English, or the dropout questionnaire if they were school-leavers. Enrollment status data was gathered for base year excluded students who were classified as being still unable to complete the NELS:88 survey forms.

LEP students brought in through the freshening process appear on this datafile. First follow-up data for base year language ineligibles who have become eligible do not appear on the initial public release file that this manual accompanies, but will be made available in the near future. Since it was not necessary to exclude any freshened students for language reasons and cases representing about 65 percent of the base year language exclusions became eligible for the first follow-up, the net effect of these additions to the data will be to substantially reduce undercoverage of current and former limited English-proficient students. However, bias is at best but modestly reduced for the cognitive test data. This is the case because some of the freshened LEP students did not complete the cognitive tests, nor did any of the reclassified base year excluded students (whose questionnaire results will later be added to the first follow-up data files) complete the test battery. Data users should take these potential biases into account in their analyses.

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[29] Three had to be excluded because they had physical or mental disabilities that precluded their participation, and eleven were temporarily ineligible (out of scope for the first follow-up because though in the country at the time of freshening, they were outside the country at the time of data collection). The other 158 entered the first follow-up sample.

3.5.1.3 Undercoverage of Students with Disabilities

There is significant undercoverage in the NELS:88 data of that portion of the special education population that is most severely mentally or physically disabled. Undercoverage bias may also affect certain estimates for racial or gender subgroups that have large numbers of students in the excluded category. (Our data show, for example, that blacks and males are disproportionately represented in the class of sample members excluded owing to mental handicaps). Coverage of this population will be improved for the first follow-up by the fact that in the base year ineligibles study, ten of the 23 students excluded because of physical barriers to participation, and 140 of the 322 students who had been excluded because of mental barriers to participation, were reclassified as eligible. However, it is our sense that very few of these students actually "changed" substantially between rounds; rather, most reclassifications reflected the process of taking a second look at students at the margin between eligible and ineligible, and aggressively pursuing status information from their special education teachers that would permit a more accurate assessment to be made of their ability to complete at least the student questionnaire. Overwhelmingly, the reclassified students would appear to be those with learning disabilities or emotional disturbances, rather than the mentally retarded. Hence students with severe or profound impairments simply are not represented in the NELS:88 data.

Estimates based on the members of the ineligibles sample are also subject to limitations. By and large, the NELS:88 samples of eligible and ineligible language-excluded students, when combined, provide excellent population coverage. However, for the severely physically and mentally disabled populations, there are two potential sources of exclusion in addition to school-level classification as ineligible. These further sources of undercoverage are (1) exclusion of schools -- special purpose schools for the handicapped were excluded from the base year sampling frame and (2) the exclusion of ungraded classrooms in what was by definition a sample of eighth graders.

3.5.1.4 Test Score Undercoverage of Dropouts

Data users are reminded that no special nonresponse adjusted weight was created for cases with a completed questionnaire but without a cognitive test. As in the base year, cognitive test completion rates were sufficiently high (of 18,221 participating students, 17,352 completed both the questionnaire and the cognitive test battery) that such a weight was not needed. However, the high overall rate of test completion does not apply to dropouts. While approximately 90 percent of identified dropouts provided questionnaire data (with a weighted completion rate of around 91%), cognitive tests were completed by only half of the sample members who completed a full or abbreviated dropout questionnaire.[30] Of course, base year test score data are available for most of the individuals for whom first follow-up test results were not obtained. It would, however, be inadvisable to draw conclusions about test score gains between 1988 and 1990 for dropouts as a separate group, given the amount of 1990 test data that is missing. While test data for both the in-school and out-of-school sample members have been provided on the first follow-up student file, *no test data have been included on the dropout data file*, since such data may produce biased estimates of achievement for the dropout population.

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[30] By design, dropouts administered the abbreviated or modified dropout questionnaires [28% of the dropout sample] were not asked to complete the cognitive test battery: for these sample members only the standard classification variables and a number of key items that differentiate the in-school and out-of-school populations are available for analysis. However, more comprehensive information will be gathered for these individuals in 1992, when they will also complete the second follow-up cognitive test battery.

3.5.2 First Follow-Up Unit and Item Nonresponse

3.5.2.1 Unit Nonresponse

Unit nonresponse occurs when an individual respondent declines to participate, or when the cooperation of a school cannot be secured. In the base year, an analysis of school-level nonresponse suggested that, to the extent that schools can be characterized by size, control, organizational structure, student composition, and so on, the impact of nonresponding schools on the quality of the student sample is small (for details, see the *Base Year Sample Design Report*, pp. 33-39). School nonresponse has not been assessed in the first follow-up for two reasons. First, there was practically no school-level nonresponse -- institutional cooperation levels approached 99 percent. Second, the first follow-up sample was student-driven, unlike the two-stage base year sample. Hence, even if a school refused, the individual student was pursued outside of school.

The effect of student-level nonresponse within the responding schools was not assessed in the base year, although males, blacks, and Hispanics tended to be nonparticipants more often than females, whites or Asians. The effects of individual nonparticipation in the base year and first follow-up will be reported at a later time.

3.5.2.2 Item Nonresponse

Analysis of survey error is important for understanding potential bias in making inferences from an obtained sample to a population. Sampling and nonsampling errors are the key constituents of total survey error. Sampling error is quantified through the standard errors and design effects for key variables. There are various sources and types of nonsampling measurement error, including estimate error or bias associated with unit (individual) nonresponse and item nonresponse. This section reports specifically on nonsampling error as a function of item nonresponse. Since item nonresponse is an important potential and uncorrected source of data bias, it is necessary to measure its impact so that analysts can properly take potential response biases into account.

Item nonresponse occurs when a respondent fails to complete certain items on the survey instrument. While bias associated with unit nonresponse has been controlled by making adjustments to case weights, item nonresponse has generally not been compensated for in the NELS:88 dropout component data set. There are four exceptions to this generalization.

The first exception is machine editing, through which, occasionally, certain nonresponse problems are rectified by imposing interitem consistency, particularly by forcing logical agreement between filter and dependent questions. Thus, for example, the missing response to a filter question can often be inferred if the dependent question has been answered. Because the edited files were used in the nonresponse analysis reported below, this adjustment to item nonresponse is reflected in the results of the analysis.

The second exception is that some key dropout classification variables have been constructed in part from additional sources of information when dropout data are missing. Thus, data from school records, if available (for example, sex or race/ethnicity as given on the sampling roster), or other respondent sources (for example, the parent questionnaire) have been used to replace missing dropout data. Because composite variables were not included in the nonresponse analysis, this adjustment of missing data is not reflected in the statistics reported below.

The third exception is the language series filter question F1D41. Base year data (from BYS21) were imported into the first follow-up files in order to resolve, when possible, missing cases -- in particular, to identify respondents who should have legitimately skipped the dependent items in the language series. This adjustment to nonresponse is reflected in the item statistics reported below.

The fourth exception is the construction of separate weights for dropout data. These questionnaire weights adjust for the fact that only 75 percent of the dropout respondents completed a full version of the questionnaire. Because of this, item nonresponse is quite high for those questions not included in the abbreviated or modified versions of the dropout questionnaire. In fact, item nonresponse for questions not asked of all dropout respondents exceeds the value acceptable by NCES standards (30 percent). Total nonresponse for each of these questions begins at 32 percent (1 minus unit response [91%] times item response [75%]) without having factored in any additional individual item nonresponse from respondents who completed the full questionnaire.

A further point to note is that there may be some hidden nonresponse in the NELS:88 questionnaires that is impossible to quantify. This is the case because for many questions, a "mark all that apply" format was used. While such a format results in slightly less burden to the respondent, it also makes it impossible to distinguish between a negative response and nonresponse. This conflation of negative response and nonresponse creates the potential for nonresponse biases that cannot be measured and thus cannot become the basis for precise warnings to users about the limitations of data.

A final point to note is that, implicitly, unit nonresponse is a further source of missing item data -- that is, nonparticipating sample members complete no questionnaire items. Weights accommodate sample member nonresponse by projecting questionnaire data to the full population, with appropriate adjustments for defined subgroups. However, they cannot compensate for the bias that arises if nonrespondents would have answered the questionnaire differently than respondents. For this reason, "total response" should be thought of as the survey (unit) response rate times the item response rate. (For example, given a cross-sectional weighted 1990 dropout response rate of 91 percent, and an item response rate of 90 percent, total response would be 82 percent.)

Two main objectives inform this item nonresponse analysis. One objective is to quantify mean dropout questionnaire nonresponse overall as well as nonresponse for the entire in-school and out-of-school sample on key variables that appeared on both the student and dropout questionnaires.[31] A second objective is to describe nonresponse patterns in terms of characteristics of items. In order to realize the first objective, average nonresponse rates were calculated for each item. In order to fulfill the second objective, nonresponse was measured as a function of three item characteristics: (1) position in the questionnaire; (2) topic; and (3) whether the item was contingent on a filter.

Population and Data File Definitions

Definition 1: "Item"

For purposes of this analysis, "item" refers to each data element or variable. For a question composed of multiple subparts, each subpart eliciting a distinct response is counted as an item for item nonresponse purposes. (Thus, a single question that poses three subquestions is treated as three variables).

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[31] For users merging the dropout and student data files, nonresponse for the entire in-school and out-of-school sample is presented in the *NELS:88 First Follow-Up Student Component Data File User's Manual*.

Definition 2:· "Response Rate"

NCES standards stipulate that item response rates (Ri) "are to be calculated as the number of respondents for which an in-scope response was obtained (i.e., the response conformed to acceptable categories or ranges), divided by the number of completed interviews for which the question (or questions if a composite variable) was intended to be asked.":

$$Ri = \frac{\text{weighted \# of respondents with in-scope responses}}{\text{weighted \# of completed interviews for which question was intended to be asked}}$$

In-scope responses were considered to be valid answers (including a "don't know" response when this was a legitimate response option). Out-of-scope responses were multiple responses to items requiring only a single response, refusals, and missing responses.

Definition 3: "Analysis Population"

All dropouts who completed any form of the questionnaire, regardless of whether they completed the test, form the item nonresponse analysis population for the dropout questionnaire.

Definition 4: "Dropout Questionnaire Data File"

The restricted use data file with machine-edited, weighted data was used as the basis for the analysis. Nonresponse rates of composite and other constructed variables and test data were not examined in this analysis. The dropout component data file comprises the entirety of the dropout sample.

Definition 5: "Nonresponse"

For the dropout questionnaire several numerical reserved codes were used to categorize nonresponse. The reserve codes and definitions appear below. The first three -- reserve codes 6, 7 and 8 -- define out-of-scope or illegitimate nonresponse, and were used as the basis for this nonresponse analysis.

6 = Multiple Response. For an item that required one response only, the respondent marked more than one response, and the multiple response could not be resolved.

7 = Refused Critical Item. Respondent was unwilling to answer the question at the time of the questionnaire administration and upon nonresponse follow-up by survey administrators.

8 = Missing. The response datum is illegitimately missing. That is, a datum that should be present for this respondent is missing. Data elements not appearing on the abbreviated or modified student or dropout questionnaires were considered as illegitimately missing.

9 = Legitimate Skip. The response datum is legitimately missing. That is, owing either to responses to preceding filter questions or to other respondent characteristics data for this

item should not be present for this respondent. Responses under reserve code 9 were not included in the nonresponse analysis.

DK = "Don't Know". "Don't Know" is often used as a nonresponse code. In the NELS:88 dataset, "Don't Know" is embedded as a legitimate response category in some of the questionnaire items. For purposes of this analysis, "Don't Know" was not classified as a nonresponse.

Item-Level Nonresponse

A special factor influencing item nonresponse rates in the first follow-up dropout instrument was the administration of three versions of the dropout questionnaire which differed in the number of questions included. Of the 1,043 dropout respondents, 75 percent completed either the full or slightly modified versions, and 25 percent were administered an abbreviated version. The impact on item nonresponse in the dropout instrument was indeed dramatic, necessitating the construction of additional weights to be used with the items not included in all forms of the instrument. Item nonresponse analyses were performed only on those items asked of all respondents. Therefore, the nonresponse rates depicted in these tables are conservative, as they do not reflect the initial 32 percent nonresponse for questions which were not asked of all respondents.

Table 3.5-1 shows descriptive statistics for item nonresponse for the dropout questionnaire overall and for items grouped into categories depending upon their position in the questionnaire, the topic they addressed, and whether they were part of a skip or filter pattern. The mean item nonresponse rate for the NELS:88 first follow-up dropout questionnaire is 10.11 percent.

Table 3.5-1
Nonresponse on the Dropout Component Data File by Various Item Characteristics

Domain	Average	Standard Deviation	Minimum	Maximum	Number of Items
Overall	10.11	7.41	.27	62.07	309
Position					
First Third	8.18	5.94	1.22	25.56	84
Second Third	9.12	4.35	.27	26.23	133
Last Third	13.29	10.54	.47	62.07	92
Topic (in order of appearance in the questionnaire)					
Schl Experiences	8.72	5.11	1.22	25.56	119
Future Plans	2.36	1.52	1.30	6.12	18
Language Use	11.16	8.95	.27	26.23	16
Opinions, Attitudes	12.09	9.81	.47	62.07	90
Background	7.63	1.02	6.45	8.25	3
Money and Work	13.66	7.81	1.19	21.63	23
Family	10.98	4.14	6.23	27.60	40
Filtered					
No	8.38	3.97	.27	17.28	234
Yes	15.50	11.84	1.35	62.07	75

Item-Level Nonresponse by Item Placement and Characteristic: Dropout Questionnaire

Looking at nonresponse on the dropout questionnaire without factoring in the high nonresponse caused by the use of a shortened form, one sees a pattern in the out-of-school instrument similar to that observed in the analysis of responses of the in-school population. Nonresponse is a problem in the second and final thirds of the questionnaire, and climbs toward the end of the instrument. Although the language use section exhibited a high degree of nonresponse in the student questionnaire (see the student data file user's manual), it had a much lower nonresponse rate in the dropout--lower than both the money and work and the opinions sections. In contrast to the 16 percent nonresponse to the first dependent item after the basic language filter in the student instrument, nonresponse was slightly over 2 percent on the dropout questionnaire, a rate comparable to that of the base year student. This is due in part to the fact that the filter item on the first follow-up dropout instrument was designated as a critical item and was checked by field interviewers in the course of survey administration.

Item Nonresponse by Position in Questionnaire. Item nonresponse by position in the questionnaire shows a somewhat similar pattern to that of the student questionnaire. The first third of the instrument exhibited an 8.2 percent rate of nonresponse. For the middle questions, nonresponse rises to 9.1 percent, and rises again in the last third of the questionnaire to 13.3 percent, even though the number of items decreased from 133 to 92. This pattern typifies the progressive increase in nonresponse as one approaches the end of the survey administration session and poorer readers and less motivated respondents face difficulties in completing the instrument; the increase in nonresponse levels for latter sections of the questionnaire is especially true of the dropout population.

Item Nonresponse by Topic. The NELS:88 first follow-up questionnaires were organized topically; each section represented a different theme. The item nonresponse levels in the money and work and family sections may be partially explained by the fact that nonresponse generally rises as one nears the end of the survey instrument.

More in need of an explanation is the relatively high nonresponse for the opinions section, which appears midway through the questionnaire. This section is one of the longest in length--second to school experiences--and includes items that may be considered sensitive in content, especially with regard to the dropout population. In addition, quite a few of the questions are cumbersome, involving more concentration on the part of the respondent. It is possible that, given this population, higher nonresponse occurs simply because the questions are harder to answer, and ask for more personal information from the respondent. Only two of the 90 items in this section were labelled as critical items; therefore retrieval was not performed for the majority of the questions.

The same rationale applies to the high nonresponse rate exhibited in the money and work section. Even though it appears in the same position in the first follow-up student questionnaire, the dropout nonresponse rate for this section is higher (13.66 percent versus 10.93 percent). This may also reflect the fact that the number of items is much greater-- 23 items were included in the dropout instrument, while only five appeared in the student document.

Item Nonresponse by Dependence on a Filter Question. Skip pattern error contributed in a major way to first follow-up nonresponse. In the dropout, the nonresponse rate was 15.5 percent for filtered questions and 8.4 percent for unfiltered.

We would speculate that several factors contributed to the levels of filtered item nonresponse for the first follow-up dropout component, even though most survey sessions were conducted one-on-one with an NORC interviewer. First, the NELS:88 first follow-up did not use the approach of making virtually all filter items critical (= subject to field edit and retrieval), nor did it employ the strategy of using a combination of critical item status and, where the routing could be contained within a single visual format such as a page or facing pages, the use of routing arrows. (There are ten major skips in the first follow-up dropout questionnaire--F1D22, F1D41, F1D42A, F1D49, F1D50, F1D54, F1D63, F1D73, F1D80, and F1D90. Of these, only three were designated as critical items.) The impact of critical item designation for filter items is demonstrated by the high nonresponse levels for the language use section of the student questionnaire. A major design difference in the student and dropout instruments--critical item designation for the first filter question in the language series of the dropout instrument--partially accounted for the 34 percent nonresponse exhibited in the student.

In addition, the first follow-up questionnaires did not consistently give "go to" instructions for respondents who were not to follow the skip. This omission abetted respondent error in all skip items except one, F1D42A. These questionnaire design issues may account for much of the high rate of missings associated with filter-dependent items in the NELS:88 first follow-up dropout component.

Dropout Survey Item-Level Nonresponse by Critical Items

Since a complete edit with data retrieval for all missing items would be prohibitively expensive for most surveys, the conventional strategy is to identify a subset of "key" or "critical" items for each survey instrument which, if not answered, triggers an attempt to recontact the respondents to obtain the missing data.

There are in effect two lists of key items for the out-of-school questionnaire. The first is the list of critical items that was drawn up at the beginning of the study. However, after about three quarters of the dropout data had been collected, data collection was halted because of a budget shortfall. When data collection resumed, it was with a revised list of the critical items, which became the basis for the abbreviated questionnaire.

Nonresponse on key dropout items, defined in terms of the 27 critical items that became the basis for the abbreviated dropout questionnaire, is 4.07 percent. Average nonresponse for the 35 originally designated critical items is 2.22 percent.

Table 3.5-3
Nonresponse for Critical Items in the Dropout Questionnaire

Item Number	Proportion Not Responding
F1D92	7.57
F1D77	5.31
F1D76	4.50
F1D16	4.08
FID7MNTH	3.88
F1D8	3.22
F1D39	2.80
F1D19	2.69
F1D52	2.33
F1D38	2.24
F1D9	2.24
F1D74	2.06
F1D36A	2.04
F1D36J	1.99
F1D44B	1.94
F1D44C	1.94
F1D44D	1.94
F1D36G	1.86
F1D22	1.79
F1D36F	1.74
F1D36H	1.69
F1D36K	1.66
F1D36L	1.57
F1D20	1.53
F1D36I	1.49
F1D36D	1.48
F1D36M	1.42
F1D7YEAR	1.41
F1D36C	1.38
F1D44A	1.35
F1D36B	1.30
F1D36E	1.30
F1D11	1.22
F1D63	.47
F1D41	.27

In Table 3.5-4, item nonresponse rates are presented for each of the items appearing on the abbreviated dropout questionnaire. Items were selected for the abbreviated dropout questionnaire based on their relevance to policy analysis priorities.

Table 3.5-4
Nonresponse for Items Appearing in the Abbreviated Dropout Questionnaire

Item Number	Proportion Not Responding
F1D87F	9.79
F1D87C	9.46
F1D87D	9.28
F1D87E	9.04
F1D87G	9.01
F1D87B	7.97
F1D87A	7.95
F1D39	5.48
F1D77	5.31
F1D16	4.08
F1D7MNTH	3.88
F1D42	3.74
F1D8	3.22
F1D38	2.24
F1D9	2.24
F1D74	2.06
F1D44B	1.94
F1D44C	1.94
F1D44D	1.94
F1D22	1.79
F1D20	1.53
F1D7YEAR	1.41
F1D44A	1.35
F1D11	1.22
F1D73	1.19
F1D63	.47
F1D41	.27

Summary and Conclusions

Overall, the first follow-up has a high rate of unit response for a typically difficult population. The weighted completion rate for the dropout component was 91 percent. However, the use of an abbreviated instrument for a relatively large portion of the dropout respondents decreased total item response. For a number of format and other questionnaire design reasons, filter questions appeared to work somewhat inefficiently, and contributed to high item nonresponse--to both genuine nonresponse and to an undeterminable amount of artifactual nonresponse. The average nonresponse rate for critical items in the dropout questionnaire is around 2.2 percent.

Further analyses to be included in the final methodology report will examine the relationship between respondent characteristics and propensity toward high item nonresponse.

3.5.2.3 Differences in Respondent Populations

Since a relatively high portion of the dropout sample was administered a much abbreviated version of the questionnaire, an analysis was performed to see if individuals who completed the abbreviated version differed in key characteristics from those who completed the full questionnaire. Because the abbreviated questionnaire was used in the second data collection effort, in which nonresponding (and typically harder to locate and survey) sample members were pursued, it was expected that these two groups might differ in essential characteristics.

NORC examined differences in the respondents who completed an abbreviated dropout questionnaire and those who completed the full version by selecting the following items from the abbreviated questionnaire, in addition to basic demographic characteristics such as age, sex, race, and SES:

F1D6A-U. Reasons for dropping out. To facilitate analysis, a composite, called REASONS, was constructed that counted the number of reasons respondents gave.

F17MONTH and **F17YEAR**. When did you last attend school? A counter variable, called TIME, was constructed. This variable summed over months, with December 1990 (the latest date a respondent could choose) equal to 1 and January 1987 (the earliest date a respondent could choose) equal to 36.

F1D8. What grade were you in?

F1D9. Did you pass that grade?

F1D11. Do you plan to get a high school diploma or GED? A Yes/No dichotomy was created out of 5 categories.

F1D20. Grades before dropping out? Values were recoded to category range midpoints.

F1D22. Days absent during last full semester. Values were recoded to category range midpoints.

F1D41. Other language besides English spoken in your home?

F1D63. Do you have any children of you own?

F1D73. Are you currently working or have you ever had a job?

Analyses were performed on the weighted data for both the dropout cross-sectional sample and panel dropouts. In the panel analysis, eighth grade school variables G8CTRL, G8URBAN, and G8REGON (see Appendix G) were added to the variables already specified.

The results showed a number of differences ($p < .05$) between the population answering the full version and that completing the abbreviated version of the instrument. In the cross-sectional analysis, nine variables differed between the two groups: reasons for dropping out; grades; number of days absent in the last fall semester; last grade attended; whether the respondent has children; and respondents' age, race, sex, and SES quartile. In the panel analysis also, nine variables differed across questionnaire type.

As with the cross-sectional analysis, reasons, days absent, last grade attended, children, race, and SES varied between groups; in addition, differences appeared in respondents' eighth-grade school region, month and year participants last attended school, and whether they passed the last grade attended before dropping out.

The three variables which showed the largest differences were F1D8, race, and sex. As Table 3.5-5 shows, there are no significant associations between any of the variables in the population that answered the full questionnaire. In the abbreviated questionnaire group, there is a modest association between race and F1D8 (phi = .13) and between sex and F1D8 (phi = .18).

Table 3.5-5
Differences in Full and Abbreviated Questionnaire Groups

		Questionnaire Type (weighted percents)	
Variable		**Full**	**Abbreviated**
F1D8:	8th, 9th	47.1	39.1
	10th	52.9	60.9
Race:	Minority	48.4	39.0
	White	51.6	61.0
Sex:	Female	49.5	41.5
	Male	50.5	58.5

3.5.3 Quality of Responses: First Follow-Up

Data quality depends critically upon a complex set of factors, including the respondent's knowledge and motivation in interaction with the instrument, the adequacy of the instrument, and its mode of administration. As Fetters, Stowe and Owings (1984, p. vii) note, "the quality of student questionnaire data depends on both the nature of the questions asked and the characteristics of the student who provides the answer."[32] This observation, though drawn from the analysis of questionnaire results, is equally applicable to cognitive test data.

3.5.3.1 Cognitive Test Battery: Base Year and First Follow-Up Reliabilities

Coefficient alpha reliabilities for the base year cognitive tests were .84 for reading, .90 for mathematics, .75 for science, and .83 for social studies (history/citizenship/geography). For further details on test reliabilities, differential item functioning, item statistics and other characteristics of the base year test data, see the *Psychometric Report for the NELS:88 Base Year Test Battery*.

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[32] Fetters, W.B., Stowe, P.S., and Owings, J.A. 1984. *High School and Beyond: Quality of Responses of High School Students to Questionnaire Items*. Washington, D.C.: U.S. Department of Education, National Center for Education Statistics.

Score means and standard deviations, reliabilities (coefficient alpha), and standard errors of measurement for each NELS:88 first follow-up subtest are as follows:

	Mean	S.D.	Alpha	S.E.
Reading--Low Form	11.6	4.4	.80	2.0
Reading--High Form	14.1	4.1	.78	1.9
Mathematics--Low Form	17.4	6.1	.79	2.8
Mathematics--Mid Form	23.3	7.5	.86	2.8
Mathematics--High Form	32.3	5.0	.81	2.2
Science	13.7	5.2	.83	2.2
Social Studies	18.9	6.0	.85	2.3

Results of psychometric analyses of the first follow-up test battery will be reported in the *NELS:88 First Follow-Up Final Technical Report*. Because only 49 percent of dropout respondents completed a cognitive test in the first follow-up, test result comparisons between dropouts and in-school sample members **should not be undertaken**. However, the overwhelming majority of panel dropouts (those who participated in both the base year and first follow-up) do have base year test results which can be employed in comparisons of dropouts and students.

3.5.3.2 First Follow-Up Problematic Variables

Although first follow-up data have not been subjected to the exhaustive systematic reliability and validity analyses, some quality problems that could not non-arbitrarily be removed through a process such as machine editing were identified in the course of performing quality control checks during data file construction.

Miscast Question. Another potential problem discovered during the course of performing quality control checks involves inverted scale labels for question 12 in the dropout questionnaire ("How much do you agree with the following statements about the school you left?"). Instead of the scale reading "strongly disagree," "disagree," "agree," and "strongly agree," the scale reads "strongly disagree," "disagree," "strongly agree," and "agree." Despite this printing error, the distribution of responses to this item suggests that respondents answered the question as if the scale were ordered correctly. Hence the data were left in their original form and the scale labels were recoded to reflect the intended order.

Imperfect Comparability Between Parallel Items in the Student and Dropout Questionnaire. The NELS:88 first follow-up questionnaires were designed to facilitate comparisons between dropout and student sample members. To achieve this end, a considerable number of school and life experiences questions were repeated across the two questionnaires (see Appendix E for a list of overlapping items). However, in rare instances, items that clearly were intended to measure the same concept are somewhat differently worded. The following item pairs are similar but not identical in their wording:

1) Student Q70--"Among the friends you hang out with, how important is it to. . ."
Dropout Q53--"Among your close friends, how important is it to. . ."

2) Student Q85--"How many hours do/did you usually work a week on your current or most recent job?"
Dropout Q74--"How many hours do you usually work each week at your current job?"

Data Inconsistencies. One data inconsistency discovered after performing quality control checks concerns the dropout questionnaire items "what grade were you in when you left school" (F1D8) and "did you complete that grade" (F1D9). As the data read, 33 dropouts reported that the last time they attended school was in tenth grade and that they completed this grade. On the surface, these answers may appear contradictory.

Data users can feel confident that all 33 of these individuals met the NELS:88 first follow-up criterion for classification as a dropout. That is, each of these respondents was confirmed to have been out of school for twenty or more consecutive days at the time he or she was originally slated to be interviewed in the spring term of 1990.

However, accuracy of response to F1D9--did you complete that (tenth) grade--is less certain. Generally these individuals had returned to school and were being interviewed in the spring term of 1991, a year after the originally scheduled interview. Some respondents may have had a brief dropout episode that did not cause them to repeat their sophomore year. Other sample members, who had lost a semester or had failed specific classes on the basis of their absence from school in the prior year, may have since made good these requirements, either over the summer or in the regular school year. While these sample members were asked to respond retrospectively to reflect their situation a year before, it is unlikely that all respondents did so consistently.

IV. Data Collection

This chapter describes the data collection procedures for dropout and student survey instruments administered in the first follow-up. Data collection for the teacher and school surveys are discussed in the data file user's manuals for each component.

4.1 First Follow-Up Data Collection

Summary of Procedures and Results. In the spring of 1990, the first follow-up survey gathered a second wave of data from the eighth-grade cohort of 1988, the majority of whom were enrolled in tenth grade, and a first wave of data from freshened students (that is, selected students who were enrolled in tenth grade in the spring term of 1990, but not enrolled in eighth grade in the base year). Again, as in the base year, two teachers of each sampled student and students' current school principal were asked to complete, respectively, a teacher and school administrator questionnaire. Sample members who had dropped out of school, and remained so at the time of data collection, were administered the dropout questionnaire and cognitive test battery. Self-administered questionnaires remained the principal mode of data collection for all respondent populations.

In-school data collection methods adhered closely to those used in the base year survey. Although the data collection procedures employed in the first follow-up were modeled after those of the base year, the design of the study necessitated several activities that had not been performed previously. First, in order to select the first follow-up sample, an extensive locating effort was undertaken. Second, the base year sample was "freshened" to generate a representative sample of the tenth-grade class of 1990. Third, off-campus survey sessions, similar to those used in HS&B, were scheduled to administer the student or dropout questionnaire to sample members who were currently not enrolled in a first follow-up school at the time of data collection. And fourth, to obtain a more precise estimate of the rate of dropping out for the eighth grade cohort of 1988, a subsample of first follow-up nonrespondents (and of base year ineligible students) was further pursued.

Overall, data collection activities for the first follow-up survey were executed in four phases which spanned two years (see Figure 4-1). The first and second phases of the study were conducted from January to December of 1989 and involved the pre-data collection activities of securing state, district, diocese, and school permission to conduct the study, "tracing," enrollment verification, and sample freshening. Phase three, conducted from late January to July of 1990, constituted the main data collection effort. Phase four (January to June of 1991) constituted a second data collection effort.

The number of completed instruments and completion rates based on sample eligibility for each instrument are summarized in Table 4.1-1. For readers who desire more information about first follow-up data collection procedures, Sections 4.2 and 4.3 of this chapter supply full details. Completion rates for all first follow-up components (except the teacher survey) and response rates by component for 1988-1990 panel members and 1990 tenth-grade cohort are presented in Section 4.4.

Figure 4-1: First follow-up data collection phase diagram

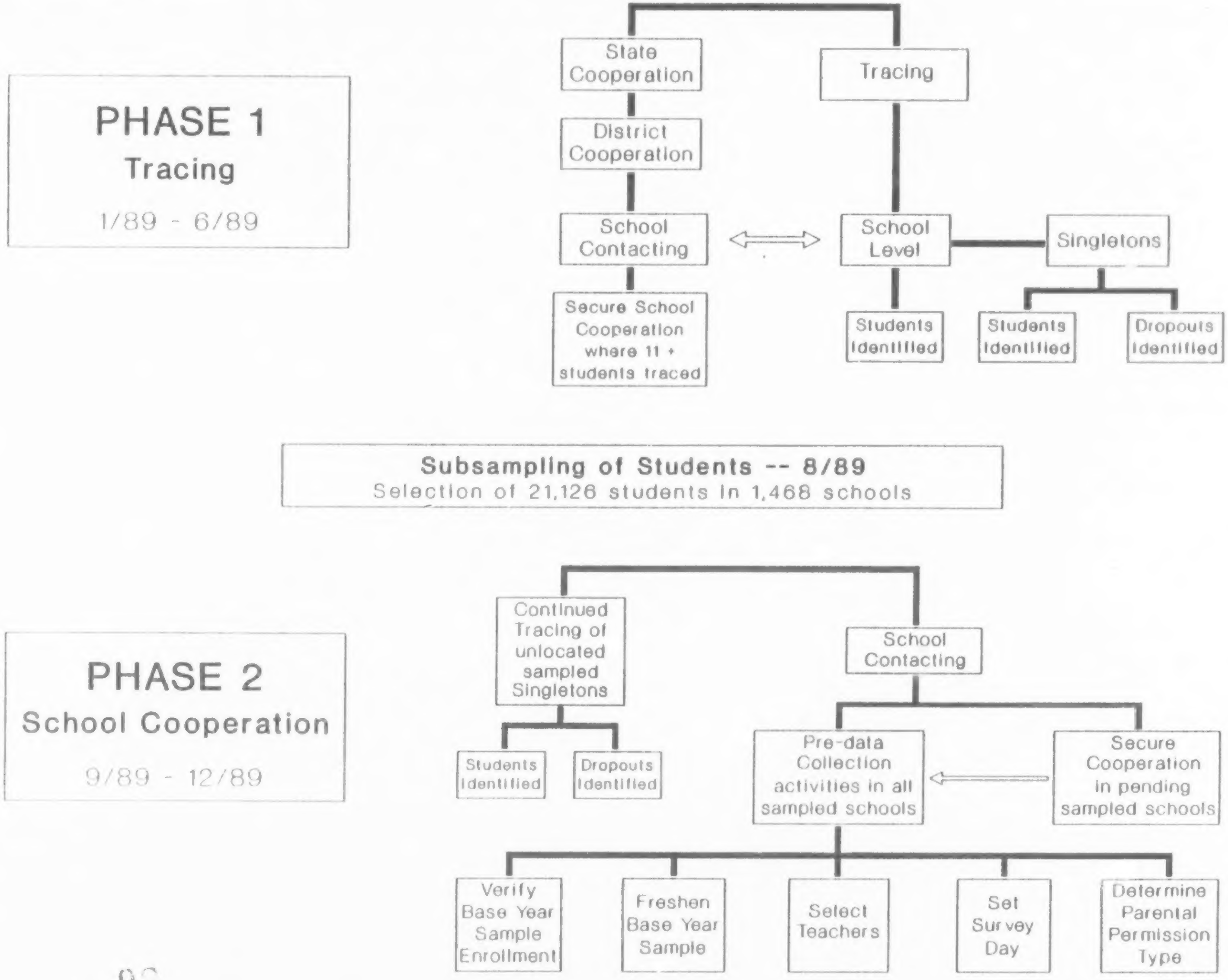
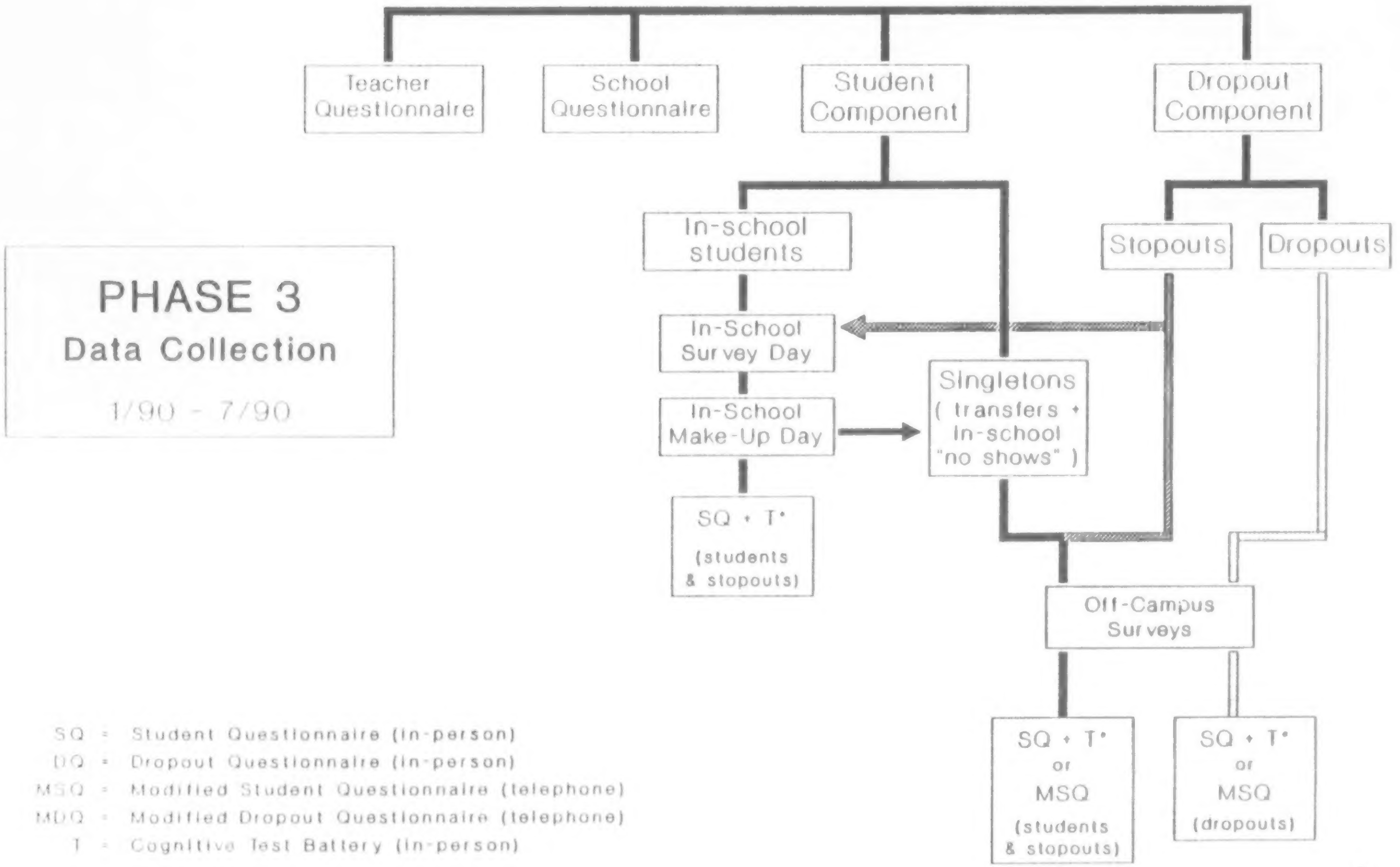

PHASE 1
Tracing
1/89 - 6/89
State Cooperation
District Cooperation
School Contacting
Secure School Cooperation where 11 + students traced
Tracing
School Level
Singletons
Students Identified
Students Identified
Dropouts Identified
Subsampling of Students -- 8/89
Selection of 21,126 students in 1,468 schools
PHASE 2
School Cooperation
9/89 - 12/89
Continued Tracing of unlocated sampled Singletons
Students Identified
Dropouts Identified
School Contacting
Pre-data Collection activities in all sampled schools
Secure Cooperation in pending sampled schools
Verify Base Year Sample Enrollment
Freshen Base Year Sample
Select Teachers
Set Survey Day
Determine Parental Permission Type

Figure 4-1 (cont.): First follow-up data collection phase diagram


Teacher Questionnaire
School Questionnaire
Student Component
Dropout Component
In-school students
Stopouts
Dropouts
PHASE 3
Data Collection
1/90 - 7/90
In-School Survey Day
In-School Make-Up Day
Singletons (transfers + in-school "no shows")
SQ + T*
(students & stopouts)
Off-Campus Surveys
SQ + T* or MSQ
(students & stopouts)
SQ + T* or MSQ
(dropouts)

SQ = Student Questionnaire (in-person)
DQ = Dropout Questionnaire (in-person)
MSQ = Modified Student Questionnaire (telephone)
MDQ = Modified Dropout Questionnaire (telephone)
T = Cognitive Test Battery (in-person)

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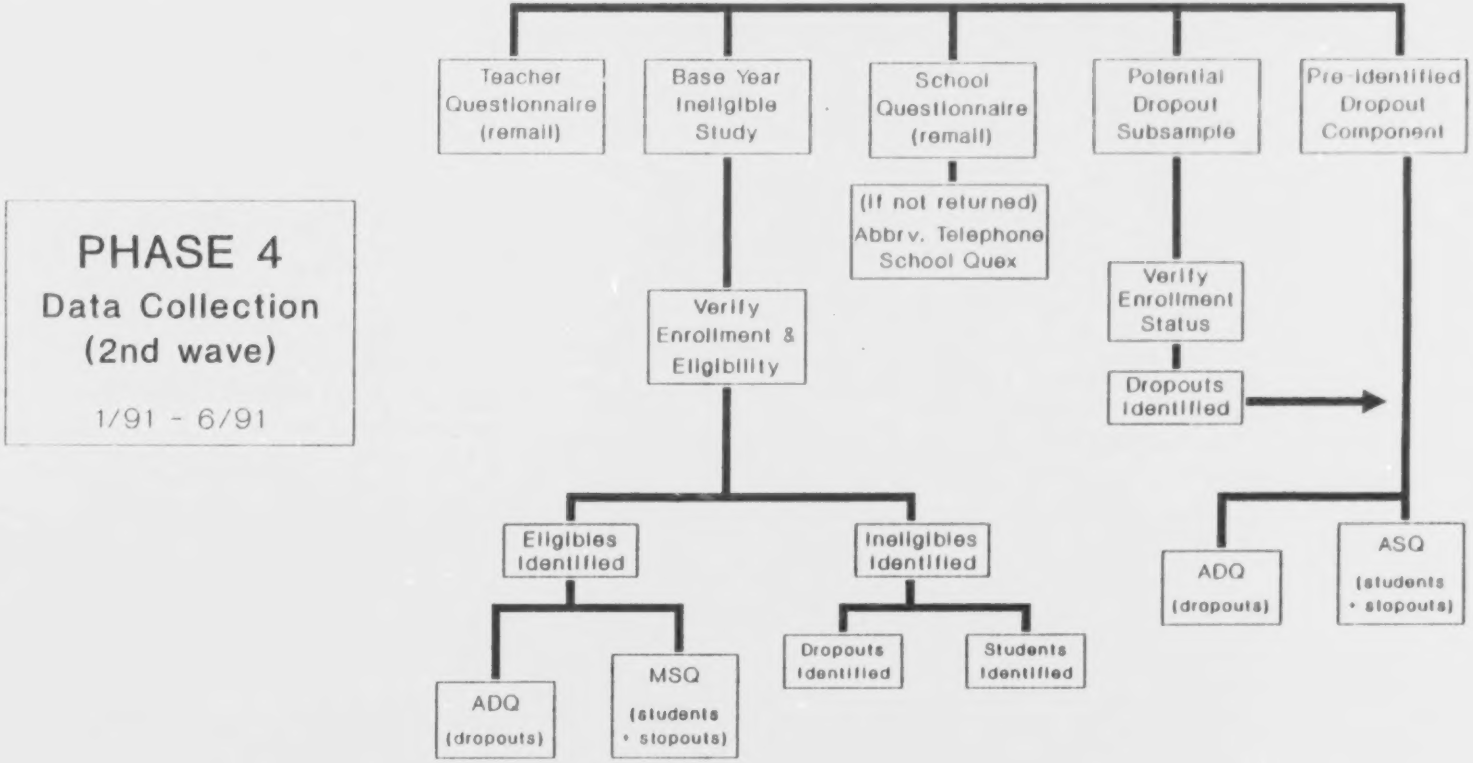
* Cognitive Test administration attempted at all in-person survey sessions.

Figure 4-1 (cont.): First follow-up data collection phase diagram


PHASE 4
Data Collection
(2nd wave)
1/91 - 6/91
Teacher Questionnaire (remail)
Base Year Ineligible Study
School Questionnaire (remail)
Potential Dropout Subsample
Pre-identified Dropout Component
(If not returned) Abbrv. Telephone School Quex
Verify Enrollment & Eligibility
Verify Enrollment Status
Dropouts Identified
Eligibles Identified
Ineligibles Identified
ADQ (dropouts)
MSQ (students + stopouts)
Dropouts Identified
Students Identified
ADQ (dropouts)
ASQ (students + stopouts)

MSQ = Modified Student Questionnaire (telephone)
ASQ = Abbreviated Student Questionnaire (telephone or in-person)
ADQ = Abbreviated Dropout Questionnaire (telephone or in-person)

Table 4.1-1
Summary of NELS:88 first follow-up completion rates

Instrument	Completed	Weighted	Unweighted
Dropout questionnaires	1,043	90.97%	89.84%
Dropout tests	522	48.56%[a]	50.05%[a]
Student questionnaires	18,221	91.09%	94.10%
Student tests	17,352	94.14%[a]	95.23%[a]
School admin. questionnaire[b]	17,663	91.97%	96.94%
School admin. questionnaire	1,291	NA	97.07%

[a] Percentages of cases for which a student/dropout questionnaire was obtained for which a cognitive test was also obtained.

[b] Coverage rate for participants who also have a completed school administrator questionnaire.

4.2 First Follow-Up Pre-Data Collection Activities

Phase 1. Conducted from January to June of 1989, Phase 1 of the first follow-up survey encompassed the pre-data collection activities of tracing sample members to their 1990 school of attendance, and securing state, district, and school permission to conduct the study.

Since the vast majority of the base year sample would change schools between eighth and tenth grades, an extensive student tracing effort was undertaken. The primary purpose of tracing was to locate and define the first follow-up student sample and its associated schools. As described in Chapter III, selection of the student sample (through which first follow-up schools were selected) was based on sample member clustering, with the objective of selecting approximately 21,500 base year sample members while restricting the number of schools in which survey sessions would be conducted to roughly 1,500. In order to draw the first follow-up sample it was, therefore, necessary to definitively identify sample member clustering within the 3,362 schools to which base year sample members reported they would matriculate. Specifically, tracing was accomplished through sample members' base year reported 1989-1990 school of attendance, and involved contacting schools directly and verifying sample members' enrollment. A second purpose of tracing was to serve as a beginning point for measuring the fluid process of dropping in and out of school.[33]

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[33] Since one of the major phenomena to be studied in the first follow-up was school leaving prior to graduation, sample members' enrollment status was continually assessed throughout the various phases of the study. Specifically, enrollment status data were gathered at three temporally distinct periods of time: during the spring of 1989 when sample members were traced to their 1989 school of enrollment; during the fall of 1989 after the student sample was finalized and NORC interviewers re-contacted first follow-up schools to freshen the sample; and during the spring of 1990 when the data were collected. This continual assessment of enrollment served two purposes. First, it would provide researchers with a measure of within-study dropout and stopout events for performing event history analyses. Second, it provided NORC field staff with the timeliest address information available for, typically, the hardest to locate respondents.

Tracing began in the base year through a student questionnaire item that asked respondents to name, in order of probability, the two schools they were most likely to attend during the 1989-1990 academic year. Collectively, the 24,599 base year respondents (who in the base year attended one of 1,052 eighth grade schools) reported 3,362 first choice schools. For cost reasons, school-based tracing occurred only in first choice or "nominated" schools enrolling three or more base year sample members. Of the 24,599 base year respondents, 92 percent (*N*=22,631) nominated a school that at least three other respondents also nominated. In January of 1989, students who reported attending a school with fewer than three base year sample members (*N*=1,968) and nonrespondents (*N*=1,833) were mailed a postage paid return postcard which asked them to confirm that they were indeed attending the school they had nominated in the base year, or provide the name and address of the school they would be attending during the 1989-1990 school year. After four weeks, 30 percent (*N*=1,140) of these sample members had returned a postcard.

For the 22,631 base year sample members who were attending a school with a student cluster size of 3 or more, tracing was accomplished through a personal visit to the school. From March 1 to June 30 of 1989, field interviewers conducted on-site verification of enrollment at 1,662 schools enrolling 3 or more base year sample members. Equipped with a roster of base year sample members who reported that they would be attending the school, interviewers explained to the school principal or vice principal the reason for their visit (which included an explanation of the study's research objectives), and verified sample member enrollment. If a sample member was not enrolled at his or her first choice school, interviewers contacted, in order of the likelihood of attendance, the sample members' second choice school, the school most frequently named by his or her eighth grade classmates (called the modal school), if different from the sample members first and second choice schools, and finally, the sample member at home.[34]

After 18 weeks of tracing, 99 percent (*N*=26,211) of the base year sample had been located. As Figure 4-2 illustrates, with 80 percent of the base year sample traced to their nominated school, students' 1988 reports of the school they would be most likely to attend in 1990 proved reasonably reliable. Of the remaining sample members (20%), 87.3 percent were located at a school other than their first or second choice school or modal school, 4.7 percent were verified dropouts, 1 percent were identified by school officials as dropouts but were not confirmed as such, 2.4 percent were deemed unlocatable, 3 percent were deemed ineligible to participate in the first follow-up study (e.g., deceased, moved out of the country), and 1 percent, cumulatively, were found to be institutionalized or studying at home. Figure 4-3 provides an interesting comparison of specific tracing results for base year respondents and nonrespondents.

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[34] For postcard nonrespondents, the majority of whom were base year nonrespondents, tracing continued through their assigned modal school, and if unsuccessful, at all other first and/or second choice schools named by their eighth grade classmates. At the end of tracing, 93 percent of base year nonrespondents (*N*=1,701) had been successfully located.

Figure 4-2: First follow-up tracing results after 18 weeks of tracing

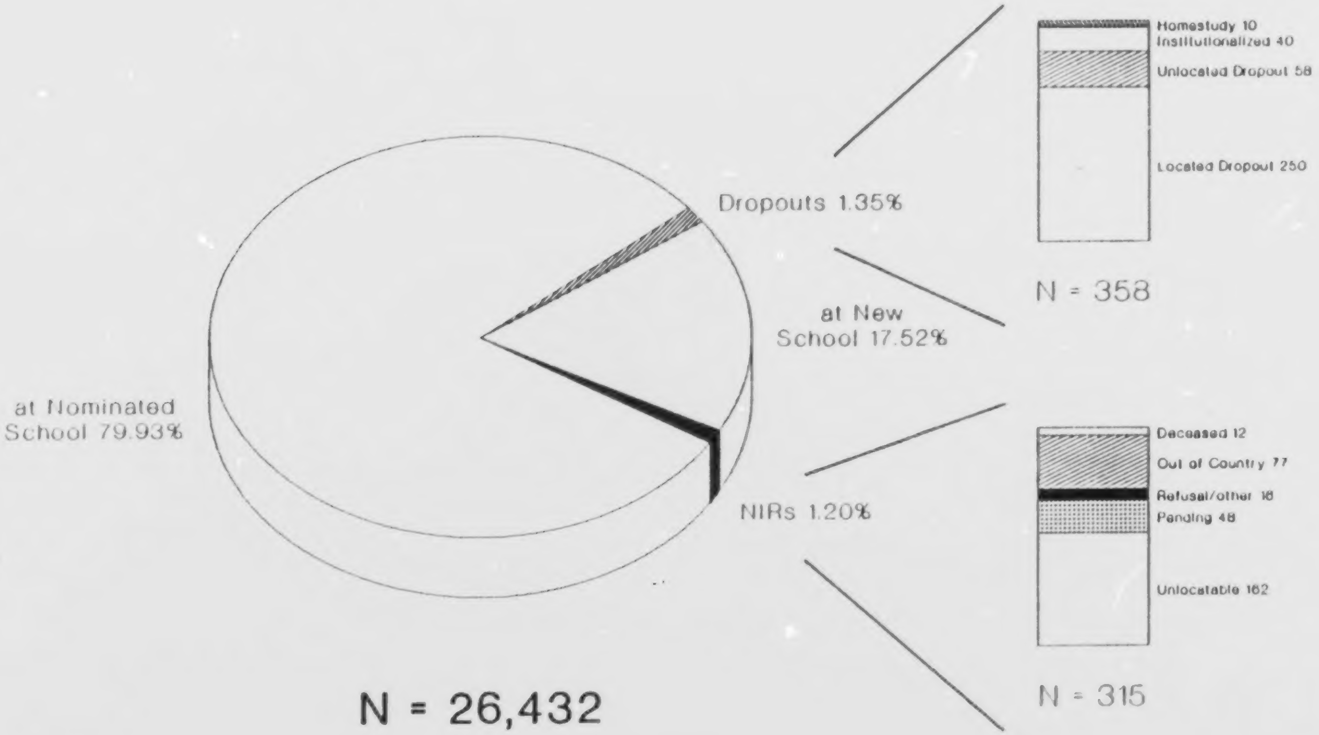
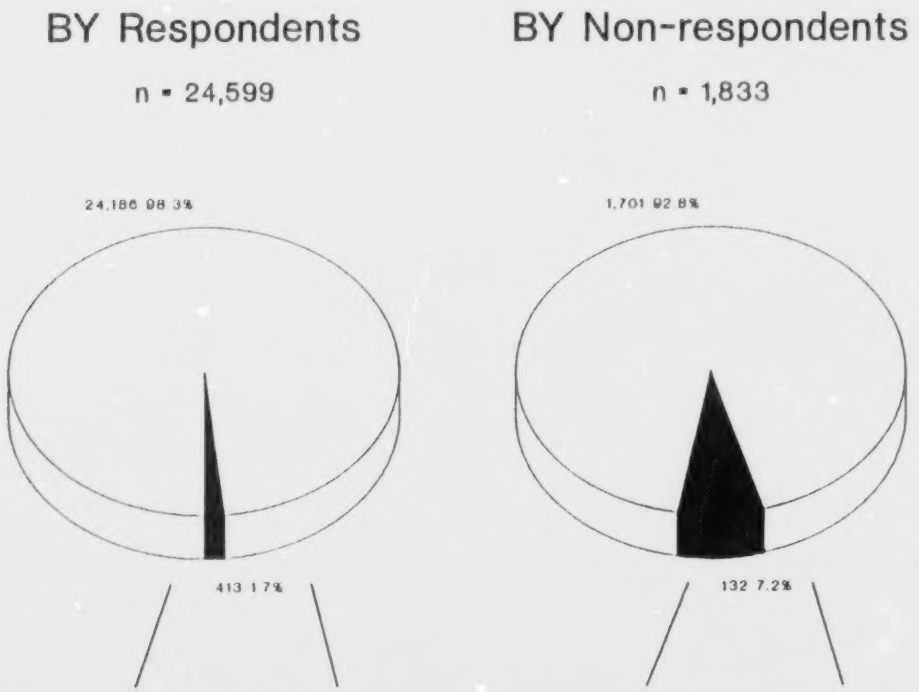


Figure 4-3: First follow-up specific tracing results for base year respondents versus non-respondents



	BY Respondents	BY Non-respondents
Deceased/Out of Country:	0.32 % (78)	0.60 % (11)
Unlocatable:	0.44 % (108)	2.95 % (54)
Institutionalized:	0.13 % (31)	0.49 % (9)
Dropouts:	1.02 % (250)	3.17 % (58)

A second activity occurring simultaneously with tracing was school contacting. After confirming with school officials that 11 or more sample members were enrolled in the school, permission to conduct the first follow-up survey was sought from the school principal.[35] As in the base year, however, before a commitment to participate in the study was requested from school principals, approval to conduct the study was first sought from education governing bodies several levels above individual schools.

For public schools, the Chief State School Officer of each state was first contacted, then the District Superintendent of each district that oversaw a school in which a NELS:88 sample member was enrolled was contacted. At both the state and district levels, officials were informed of the study's purpose, data collection procedures, and future tracing activities. The same contacting procedures were followed with private schools if they also were organized into an administrative hierarchy, such as Catholic school dioceses.

Just prior to contacting state and district or diocesan officials, endorsement of the study was sought from key educational organizations. As in the base year, approval for the first follow-up survey was requested and obtained from the Education Information Advisory Council (EIAC) of the Council of Chief State School Officers, the National Catholic Education Association (NCEA), and the National Association of Independent Schools (NAIS). Endorsements were received as well from the American Association of School Administrators (AASA), the National Association of Secondary School Principals (NASSP), and the National School Boards Association (NSBA).

Table 4.2-1 summarizes the results of district or diocese and school contacting. The final first follow-up core sample was enrolled in 1,109 public and 249 Catholic or other private schools which fell under the jurisdiction of 885 districts and dioceses. Of the 885 districts and dioceses contacted, 99 percent (*N*=878) agreed to participate in the study. School contacting proved equally successful with 99 percent (*N*=1,347) of the 1,358 eligible first follow-up schools granting permission for the first follow-up to be conducted in their school.

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[35] Prior to tracing, a frequency distribution of student cluster sizes showed that approximately 75 percent of the base year respondents attended a school enrolling 11 or more sample members. As part of the sampling strategy, it was deemed, a priori, that these 18,103 students and their associated 856 schools would be sampled with certainty. As such, only principals of schools with student cluster sizes of 11 or more (i.e., certainty schools) were asked during the spring of 1989 to participate in the study. After tracing and identifying sample member clustering, sample members who were enrolled in schools with cluster sizes ranging from 1 to 10 were subsampled. The principals of these subsampled schools were asked during the fall of 1989 to participate in the study.

Table 4.2-1
Summary of NELS:88 first follow-up district/diocese and school contacting

	Eligible Sample[a]	Agreed to Participate	Cooperation Rate
District/Diocese Contacting:			
Public	827	820	99.2%
Catholic/ Other Private	58	58	100.0%
School Contacting:			
Public	1,109	1,100	99.2%
Catholic/ Other Private	249	247	99.2%

[a] Schools that had at least one core sample member still enrolled at the end of the school-contacting phase, phase 2, of the study.

Phase 2. After tracing was completed and the first follow-up student sample was finalized, all first follow-up schools were contacted again in the fall of 1989 to re-verify student enrollment, freshen the core and state augmentation student samples, schedule Survey Day sessions, and for small cluster size schools (i.e., schools with fewer than 11 sample members), secure permission to participate in the study. Phase 2 was conducted from September 4 to December 15, 1989.

In the fall of 1989, NORC field interviewers personally visited all 1,468 first follow-up core schools identified after subsampling.[36] During this visit, interviewers first asked school principals to appoint a school coordinator who would serve as a liaison between the school and NORC, and assist interviewers with such activities as sample freshening, distribution and collection of survey materials, and verification of student enrollment. Principals were also asked to schedule a Survey Day and Make-Up Day date sometime between February 1 and June 30, 1990. During this same visit, interviewers re-verified students' enrollment, and gathered additional locating information, such as a new home address or name of new school, for students who were no longer enrolled in the school.

Another major activity conducted during this visit was sample freshening. At all schools enrolling core sample members, the sample was augmented to obtain, collectively, a representative sample of the tenth grade class of 1990 (see Chapter III for the details of and rationale behind sample freshening).

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[36] This number includes School Effects Augmentation (SEA) schools which are also "core" sample schools. That is, 248 first follow-up schools in the 30 largest MSAs were selected as SEA schools. In these schools, the first follow-up core sample was augmented to obtain a student sample representative of that particular school.

4.3 First Follow-Up Dropout and Student Data Collection Activities

First follow-up data collection followed phase 1 and 2 activities of tracing and securing cooperation, and was undertaken in two phases: phase 3 (January to July, 1990) and phase 4 (January to June 1991).

Phase 3. Student questionnaires and cognitive tests were administered to sample members who were currently enrolled in school (including stopouts, that is, temporary dropouts who had returned to school)[37] either through an in-school or off-campus group survey session. In-school survey sessions were held from January 26 to June 30, 1990. Student questionnaires and cognitive tests were administered in group sessions to approximately 13 students in each of the participating core and augmentation schools. (The average group session for School Effects Augmentation schools was approximately 30 students.) As of March 30, 1990, approximately 75 percent of first follow-up schools, which accounted for 90 percent of the first follow-up core sample, or 17,315 core sample members, had held a Survey Day.

Off-campus survey sessions, typically attended by one to three students, were conducted primarily from April 1 to July 27, 1990. Students who had transferred to new schools, or who had missed both Survey Day and Make-Up Day, or who were enrolled in schools that had refused to participate in the study were invited to off-campus sessions and administered the student questionnaire and cognitive tests. Dropouts were also asked to attend these sessions, and often were surveyed alongside sample members who were currently enrolled in school. Dropouts not surveyed in off-campus sessions were either surveyed in group sessions with other dropouts, or in single sessions.

Telephone interviews, with a modified version of the student or dropout questionnaire,[38] were conducted with a small portion (1.2%) of sample members who could not attend an off-campus survey session. Given the mode of administration, test data were not collected for these sample members.

Phase 4. In order to derive a more precise dropout rate for the 1988 eighth-grade cohort, a second data collection effort was undertaken in the spring of 1991. Between January 15 and June 30, 1991, the population of sample members who missed both Survey Day and Make-Up Day or who were no longer enrolled in their phase 3 school and remained unlocated was subsampled, pursued, and administered either an abbreviated student or dropout questionnaire (depending upon school enrollment status) either over the telephone or in person.

Sample members previously identified as dropouts (i.e., pre-identified dropouts) by a school official but who had not been surveyed by the close of the main data collection period were also pursued during this time. Pre-identified dropouts were administered either an abbreviated student (if they had returned to school) or dropout questionnaire through either telephone or in-person interviews. Cognitive tests were not administered to any sample members interviewed during phase 4.

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[37] A stopout was defined as a sample member who had dropped out of school between the spring term of 1988 and the spring term of 1990, but who had returned to school by the time an NORC field interviewer contacted them to be surveyed.

[38] The first follow-up student and dropout questionnaires were modified to facilitate administration of the instruments over the telephone.

Table 4.3-1 shows the number and type of sample members who were administered the different versions of the first follow-up questionnaires in the two data collection periods. Overall, 99.8 percent of student respondents and 75.4 percent of dropout respondents were surveyed during the initial data collection period and received a full or slightly modified version of the questionnaire (either student or dropout). Respondents who received the full version of the student or dropout questionnaire were also administered a cognitive test battery. The remaining 0.2 percent of student respondents and 24.6 percent of dropout respondents completed either an abbreviated student or dropout questionnaire and no cognitive test battery one year later. Given the nature of the abbreviated questionnaires, toward the end of the second data collection effort, NORC interviewers were allowed to interview proxies. Of the 34 students surveyed during phase 4, eight interviews were conducted with a proxy. Of the 256 dropouts interviewed during phase 4, 63 interviews were conducted with a proxy.

4.3.1 Dropout Survey

The NELS:88 first follow-up dropout survey is perhaps best understood from the perspective its overall approach to the study of school leavers. This being so, this section discusses the rationale behind the design and methodology of the dropout survey as well as the classification scheme and actual data collection procedures employed in the first follow-up.

Rationale for the First Follow-Up Design. Although another NCES National Education Longitudinal Studies (NELS) study series -- specifically, High School and Beyond (HS&B) -- tracked and investigated patterns of school leaving and completion, a number of questions about the process of dropping out of, and subsequently returning to, school could not be addressed through the study's design. NELS:88, building upon the experiences of HS&B, was designed to address some of these unanswered questions.

One limitation in the HS&B design was that it began with second semester tenth graders, yet many students drop out before the second semester of tenth grade. In an attempt to remedy this limitation, NELS:88 began with eighth graders, thus providing a baseline immediately prior to entry into secondary school.[39]

The second limitation in the HS&B design was that it did not provide definitive enrollment status information for the full sample. Analysts have data for those who completed a student questionnaire, but do not have enrollment data for nonparticipants. Participation rates in the HS&B follow-up were extraordinarily high--96 percent. Nonetheless, there may have been "hidden" dropouts in the population of students (as defined by the school) who did not participate despite Survey Days and repeated Make-Up Days.

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[39] NELS:88, in starting with eighth graders, largely, but not entirely, corrects this limitation in HS&B. M. J. Frase (*Dropout Rates in the United States: 1988*, p. 22. Washington,D.C., NCES 89-609, 1989), using Bureau of the Census CPS data, reports that 12 percent of dropouts have "completed six years of elementary school at most"--presumably, this portion of the dropout population would be missed by a study such as NELS:88.

Table 4.3-1: NELS:88 First Follow-Up Completion Rates by Questionnaire Administration Type

ADMINISTRATION TYPE				QUESTIONNAIRE TYPE					
				STUDENT		DROPOUT		TOTAL	
Quex	Version	Mode	Respondent	n	% of total	n	% of total	N	% OF TOTAL
PHASE 3									
	Full	In-person	Sample Member	18,003	98.8 %	746	71.5 %	18,749	97.33 %
	Modified	Telephone	Sample Member	184	1.0 %	41	3.9 %	225	1.17 %
PHASE 4									
	Abbreviated	In-person	Sample Member	5	0.0 %	16	1.5 %	21	0.11 %
	Abbreviated	In-person	Proxy	2	0.0 %	19	1.8 %	21	0.11 %
	Abbreviated	Telephone	Sample Member	21	0.1 %	177	17.0 %	198	1.02 %
	Abbreviated	Telephone	Proxy	6	0.0 %	44	4.2 %	50	0.23 %
			TOTAL:	18,221		1,043		19,264	

To remedy this limitation, NELS:88 first follow-up, in phase 4 of the study, screened a 50 percent subsample of all nonrespondents who potentially could be "hidden" dropouts (specifically, sample members not identified as dropouts by their schools but who did not participate at either the initial survey session or at subsequent Make-Up Days; and students who were not located at the expected school in the initial data collection phase and required further locating). The rationale for screening nonrespondents is that later information from records sources may frequently supersede the initial phase 3 categorizations given to sample members by schools. (That is, there may be a gap between the time a student leaves a school, and the time when the origin school receives a request for academic transcripts from the destination school; in the meantime, the former student's status is unknown, and he/she may mistakenly be assumed to be a dropout.) There is therefore some benefit in revisiting the question of enrollment status at a later date when the whereabouts and status of missing students/dropouts may more accurately be ascertained.

A third limitation of the HS&B design, related to point two above, is that it excluded certain categories of students: those who dropped out in the course of tenth grade, those with language barriers to participation or with physical or mental barriers to participation. These excluded students do not enter into the cohort dropout rate obtained from HS&B.

To address the problem of baseline excluded students, a study of base year ineligible students was undertaken in NELS:88 first follow-up. Data gathered on ineligible students has been used to produce a correction factor for the NELS:88 eighth grade cohort dropout rate.[40] (For details on the research and sample design of the Base Year Ineligible Study, see Section 4.3.3 of this chapter; Chapter III of this manual; and the *NELS:88 First Follow-Up Final Technical Report*.)

In general, the approach of HS&B--to ground estimation in sample members who have completed the student questionnaire--is supplemented by NELS:88 through its modified research design. The first follow-up survey's nonrespondent component and followback of base year ineligibles facilitates more accurate national estimates of a cohort dropout rate.

Defining Dropouts. The first follow-up applied two levels of definition to distinguish between in-school and out-of-school sample members: a classificatory level (a sample member is to be classified as a dropout, former dropout, or a student) and a data collection level (who should complete the dropout questionnaire?; who should complete the student questionnaire?). The classificatory level carries with it a sampling implication. Dropouts are retained with certainty in NELS:88; students are subsampled. A further implication of this two-level approach is that the population of students in the survey classified as dropouts at some point between 1988 and 1990, and the population of students who were eligible to complete the dropout questionnaire, are not identical.

Moreover, apart from regular students, the first follow-up identified and surveyed three primary groups of sample members or sample members who were at various degrees of school disengagement on a continuum of engagement anchored at the extremes by in-school student status and out-of-school dropout status: **cohort dropouts**--former students who were out of school in the spring term of 1990 when contacted to be surveyed; temporary dropouts--whom we will refer to as **stopouts** (former dropouts, who had a dropout episode between spring term 1988 and spring term 1990, who were back in school in the spring term of 1990 at the time an interviewer contacted them to be surveyed); and **chronic truants** (students who do not meet the conditions of the formal dropout definition, but had an exiguous physical presence in the classroom). Each of the three populations of interest: dropouts, stopouts, and chronic truants are considered in turn below.

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[40] A 1988-1990 cohort dropout rate (both overall and by subgroups) derived from the base year- eligible and -ineligible samples is reported in Kaufman, P., McMillen, M. M., and Whitener, S. D., *Dropout Rates in the United States: 1990*, pp. 15-18. (Washington, D. C., NCES 91-053, 1991).

Cohort Dropouts: The primary dropout statistic that NELS:88 was designed to obtain was the cohort dropout rate for the eighth-grade class of 1988. For purposes of estimating the cohort dropout rate, a dropout was defined in terms of the following two conditions:

1. an individual who, **during the spring of 1990**, according to the school (if the sample member could not be located), or according to the school and home, is not attending school or, more precisely, has not been in school for four consecutive weeks or more and is not absent due to accident or illness,

2. a student who, **during the spring of 1990**, has been in school less than two weeks after a period in which he or she had missed school for four or more consecutive weeks not due to accident or illness.

Note that this definition requires double-confirmation of enrollment status: both the school and the household must agree in their reports that the sample member's school attendance behavior conforms to the study's definition of a dropout.

With respect to actual data collection, only sample members who satisfied conditions 1 and 2 above were administered a dropout questionnaire. According to this definition, therefore, a sample member who was found by the study to be out of school for 4 consecutive weeks or more but had returned to school for a period of at least 2 weeks at the time of survey administration in the spring of 1990 was not classified as a cohort dropout, and, hence, was not administered a dropout questionnaire; rather, the sample member was classified as a stopout (see definition below).

Unlike HS&B, the first follow-up considered students enrolled in a GED or other alternative program as students rather than dropouts (both for sampling and questionnaire administration), regardless of the nature of the alternative program.[41] In the NELS:88 first follow-up field test in the spring term of 1989, it was found that when students in alternative programs were asked to complete the dropout questionnaire, oftentimes they found it difficult to answer some items because these questions implied that they had left or were not in school. As such, it was concluded that there may be some reluctance to identify oneself as a dropout when one is a participant in an alternative program, and that the student questionnaire -- if one is limited to but two questionnaires -- may be the more appropriate survey instrument for alternative program participants to complete.

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[41] The population of students who are in various degrees of disengagement from school is highly differentiated. There are students who have left school, but there are also those who have returned to alternative or regular programs. Some of these alternative programs are alternative routes to school completion (to a GED, for example) while others are intended to help students re-enter a diploma program. In addition, there are students who are in alternative programs to prevent dropping out, though they may never have left school. Finally, there are significant numbers of students who are chronic truants. There are many gradations of disengagement along the continuum between in-school status and dropout status. A fundamental choice made in the first follow-up was that any student who is receiving any kind of academic instruction -- whether that instruction is designed to lead to a high school diploma, a GED, or to neither -- should be administered the student questionnaire. Thus, students who were institutionalized (for example, in jail or reform school or a drug rehabilitation program) completed the student questionnaire, as long as they received academic instruction, as did students in a home study situation (students who had left school and were being instructed at home owing to religious or other motives of their parents, or to disabilities), and those attending night classes at a school, church, or other setting. Only students who were receiving no academic instruction were administered the out-of-school (dropout) questionnaire.

In addition to identifying cohort dropouts, the first follow-up also identified, and hence, allows for the study of, sample members residing at less extreme points on the school engagement continuum.

Stopouts: At the classificatory level, "stopouts" are any sample members who demonstrate at least one period of dropping out of, and returning to, school.[42] At the data collection level, in terms of what questionnaire to administer to stopouts, sample members who were identified in phase 1 or phase 2 as a dropout, but who, in phase 3, had been attending school for two weeks or more were administered the first follow-up student questionnaire and cognitive test battery. Stopouts--phase 1 or 2 dropouts who were back in school during data collection--who, in phase 3, had been attending school for less than 2 weeks were administered the dropout questionnaire.

Chronic absentees: Because a substantial number of absent on Survey Day/absent on Make-Up Day sample members were successfully surveyed, item 13 in the 1990 student questionnaire may be of some value in identifying chronic absentees. (This item reads: "In the first half of the current school year, about how many days were you absent from school for any reason?" Response options range from "None" to "21 or more.") Nearly 5 percent of the student respondents reported that they were absent from school more than a month (21 or more schools days) during the first half of the 1989-1990 school year.

Field Procedures for Identifying Stopouts and Cohort Dropouts. First follow-up staff identified dropouts and stopouts based on information they obtained in their contacts with schools and household members during three temporally distinct periods of time:

Phase 1:	Tracing; spring term 1989 (eighth grade cohort members traced and enrollment status ascertained).
Phase 2:	Autumn school contacting; fall 1989 (verifying sample members' school enrollment, freshening the sample).
Phase 3:	Data collection; spring term 1990 (reverification of school enrollment status).

During these time periods the following definition was applied:

> **A student is considered a dropout if he or she has not attended school for the last (consecutive) 20 school days (excluding any excused absence).**

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[42] Theoretically, a first follow-up sample member could be both a stopout and dropout. For example, a sample member who was found to be a dropout in phase 1 may have returned to school in phase 2 and left school again in phase 3. However, according to the data collection level of the definition of a dropout, this sample member was out of school at the point of data collection, and as such, was administered the dropout questionnaire.

When a school official identified a sample member as a dropout, interviewers were instructed to contact the household to confirm the status of the sample member. If an adult household member indicated that the definition above was applicable, the sample member was classified as a dropout. Similarly, if sample members themselves told field interviewers that they were dropouts, they were classified as dropouts. This policy of confirming status through the household was applied during all three points of enrollment status verification.

Furthermore, whenever a sample member was identified as a dropout, the sample member was flagged as such and the date he or she dropped out of school was recorded. If during subsequent enrollment verification contacts, the sample member had returned to school, the date he or she returned was recorded. Once a sample member was flagged as a dropout, regardless of whether or not he or she returned to school, the flag was maintained. This is how stopouts were identified; the presence of a dropout flag, but a completed student questionnaire or drop-back-in date (and no subsequent drop-out date), was used to determine stopout classification. Drop-out and drop-back-in dates were sent to NORC and kept in a separate data base which contained space for recording up to two episodes of dropping out and two episodes of dropping back in to school for each sample member.

Data Collection: Initial Effort. Like the first follow-up student survey, data collection for the dropout survey was executed in two phases, phase 3 (January to June 1990) and phase 4 (January to June 1991). Under the initial data collection period, team leaders administered the dropout questionnaire and cognitive tests to cohort dropouts during off-campus group administration sessions. Team leaders were instructed to procure sites for these sessions that approximated, as closely as possible, the characteristics necessary for a Survey Day room; off-campus sessions were conducted in public libraries, community centers, and similar locations.

In off-campus survey sessions, team leaders followed the same procedures as for in-school sessions. Attendance was taken; permission was checked; in-school scripts and instructions were read; instruments were administered with the precise timing of an in-school session; and critical items were edited and retrieved.

Dropouts attending off-campus sessions were reimbursed (up to $20) for travel expenses at the end of the session. This reimbursement was not a payment for participation. If possible, dropouts were invited to the same off-campus sessions as in-school students. However, since off-campus sessions averaged one to two sample members per session, dropouts (as well as students) were typically administered a questionnaire and cognitive test in a single survey session.

In few cases, it was preferable to administer the survey in a sample member's home. A home site off-campus administration was held when only one respondent in a particular area was eligible for an off-campus administration, the home environment was suitable, and a more desirable site was unavailable or inaccessible to the respondent. Team leaders followed the same procedures as for in-school and central site off-campus administrations. Respondents participating in home administrations did not receive the $20.00 reimbursement for travel expenses.

Quality control procedures for the dropout questionnaire were very similar to those employed in Survey Day sessions. During the test administration, the team leader edited the dropout questionnaires, checking that critical items were completed in full. If data were missing, the team leader attempted retrieval at the sample member's work area when he or she had completed a test section. At the end of the testing session, sample members were instructed to close and hand in their test booklets. Any sample members with items yet unretrieved were asked to stay for a few minutes after the session.

Second Data Collection Effort. The primary purpose of the second data collection effort, which was conducted from January 15 to June 30, 1991, was to gather enrollment status information on nonrespondents and previously identified dropouts in an attempt to obtain a more precise estimate of the cohort dropout rate for the eighth-grade class of 1988. To this extent, the initial data collection plan for dropouts surveyed during phase 4 was modified slightly.

For the phase 4 screening of the 50 percent subsample of nonresponding students, telephone interviewers verified enrollment for all cases. If a sample member was identified as a cohort dropout, he or she was administered an abbreviated version of the dropout questionnaire over the telephone. Conversely, if a sample member was identified as a stopout, he or she was administered an abbreviated student questionnaire. If the sample member was a student, he or she was not surveyed. Since the abbreviated questionnaire gathered primarily objective behavioral information, such as sample member's address, enrollment status, and basic background information (sex, race/ethnicity), interviewers were allowed to conduct a telephone interview with a proxy.[43] Proxy administrations were used as a "last-resort" method of acquiring enrollment data on dropouts.

Nonrespondents for whom no telephone number was available were pursued, screened, and surveyed in person. Again, in-person interviews took place with an abbreviated version of the dropout (or student) questionnaire and were conducted with either the sample member or a proxy.

The other category of sample members pursued during this time--sample members who were previously identified as dropouts--were surveyed in the same manner as nonresponding students.

For both categories of sample members surveyed during phase 4, cognitive tests were not administered given the date of this second effort--some six months to one year after the initial data collection effort. Incentives of up to $20 for completing an abbreviated interview were offered to sample members interviewed during this second data collection effort.

To ensure strict comparability with the cohort dropout definition employed in the spring of 1990, cohort dropouts were defined as sample members who, between April and June 1990, missed school for 20 or more consecutive days. Specifically, sample members were screened through the questions:

> **"Did you have 20 or more consecutive unexcused absences between April 1990 and June 1990?"**
>
> **"Did you have 20 or more consecutive unexcused absences between March 1989 and March 1990?"**

If sample members answered yes to the first question, then they were administered an abbreviated dropout questionnaire. If they answered no, but had missed school for 20 or more consecutive days sometime between March of 1989 and March of 1990, then they were administered an abbreviated student questionnaire. (The phase 4 enrollment screener appears in Appendix N.) The dates of April to June 1990 were selected as the reference period for classifying a sample member as a dropout because these dates represent the period of time when they would have been contacted and surveyed, if located during the initial data collection effort. The dates of March 1989 to March 1990 coincide with phases 1, 2 and early phase 3. This question was asked to identify stopouts or former dropouts who had returned to school by the time an NORC interviewer contacted them for survey administration.

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[43] The first follow-up defined proxies as friends, relatives, or acquaintances who could verify dropout status and provide sample member address information.

4.3.2 Student Survey and Cognitive Tests

In-School Survey Sessions. From January 26 to June 30, 1990, in-school survey sessions or "Survey Days" were held in all core schools still enrolling first follow-up sample members. On Survey Day, two NORC field representatives, a "team leader" and clerical assistant, supervised sampled students as they completed the survey instruments during a three hour long session.

After sampled students were assembled in the Survey Day venue, which was usually a classroom or library, the team leader took attendance and checked for outstanding parental permission forms. Students in each session were then instructed to first complete a self-administered new student supplement, if they received one,[44] and a student questionnaire. A ten-minute break followed during which time NORC field staff reviewed participants' questionnaires for completeness (i.e., checked for missing or illegitimate multiple responses to single-response critical items). Immediately following the break, students were administered an 85-minute cognitive test battery. The test consisted of four timed sections covering the subject areas of mathematics, reading, science, and social studies (history/citizenship/geography). Upon completion of the cognitive test battery, a second attempt was made to retrieve missing (or inappropriately marked) questionnaire items before students left the classroom.

At the close of Survey Day, NORC field staff made arrangements for a Make-Up Day to be held for first follow-up sample members who did not participate in the survey session. If five or fewer students did not participate, the school coordinator was asked to supervise Make-Up Day.[45] If more than 5 students were scheduled, or the school coordinator was unavailable to conduct Make-Up Day, the NORC team leader returned to the school to conduct the session. An average in-school participation rate of 93 percent was achieved for the core student sample.

NORC field staff contacted qualified students by telephone and invited them to take part in an off-campus survey session. Students were reimbursed (up to $20) for travel expenses to and from the survey sites. Sessions were conducted using procedures as similar as possible to those of on-campus sessions, and were typically scheduled in a public library or community association meeting room. Field staff scan-edited completed questionnaires during the testing period and attempted to obtain missing or incomplete data before participants left the sites. If a sample member was unable to attend an off-campus group survey session, he or she was surveyed either in-person or over the telephone. Because the off-campus sessions typically involved only one to three participants, these administrations were handled by a single survey representative.

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[44] Base year nonrespondents and freshened students received a new student supplement which elicited basic demographic information collected in the base year but not in the first follow-up.

[45] To ensure confidentiality, school coordinators were prohibited from reviewing the student questionnaires for completeness.

Off-Campus Survey Sessions. Off-campus survey sessions were initially planned as a method for surveying dropouts and students who were enrolled in schools that had refused to participate in the study or who had transferred to a school outside the original set of first follow-up schools. However, if a student who had missed both Survey Day and Make-Up Day resided close to the site of an off-campus session, he or she was also invited to attend. Off-campus survey sessions were held from April 1 to July 27, 1990.

4.3.3 First Follow-Up Survey of Base Year Ineligible Students

The Base Year Ineligibles Study (BYI) of the NELS:88 first follow-up was a followback of students who had been excluded because of linguistic, mental, or physical obstacles to participation when the baseline sample of eighth graders was drawn in the 1987-88 school year. The BYI study had several purposes; three of these purposes seem especially worthy of note. **First**, if the five percent of the potential base year sample declared ineligible differed in key characteristics or outcomes from the sample of students included in NELS:88, this could bias certain baseline results. By learning more about these excluded students and their current school enrollment status, one might correct for potential undercoverage bias that could affect key national estimates (for example, of dropping out between eighth and tenth grade). **Second**, an individual's eligibility status could potentially change. For example, a student excluded on language grounds in 1988 could have gained sufficient proficiency in English by 1990 to complete the survey forms (or at least the student questionnaire). Just as sample freshening is one precondition of generating from an eighth grade longitudinal cohort a nationally representative sample of tenth grade students two years later, so too granting excluded 1988 eighth graders who have changed in their eligibility characteristics some chance of selection into the 1990 sample is a further precondition of tenth grade sample representativeness. **Third**, eligibility rules were modified in the first follow-up, so that eligibility depended upon ability to complete a student questionnaire in English or Spanish. By giving 1988 excluded students who could complete a questionnaire only in Spanish the opportunity to do so in 1990, the changed eligibility rules of the first follow-up were successfully carried back to the base year cohort.

Two kinds of information were sought from the sample of excluded students. **First**, it was to be determined if their eligibility status had changed (or was affected by the changed eligibility rules of the first follow-up). If so, these students were to be reclassified, and added to the longitudinal sample. They would then be administered, as appropriate, a student or dropout questionnaire. **Second**, for those who remained ineligible, their school enrollment status was to be ascertained, and basic information about their characteristics recorded. Their eligibility status (and school enrollment status) will be reviewed again, in the second follow-up of NELS:88, in 1992. Readers should refer to Figure 3-1, in Chapter III, for an illustration of the relationship of base year eligible and ineligible students to the core first follow-up and second follow-up samples.

Data collection procedures. Data collection for the followback study of base year excluded students took place during the second data collection effort (phase 4) conducted from January 15 to June 30, 1991. Although executed as a separate study, this component's data collection effort most resembled that of the dropout survey conducted during phase 4. That is, BYI students were screened first for enrollment and eligibility information, and then, if deemed eligible to participate in the first follow-up survey, administered the slightly modified version of the student questionnaire or the abbreviated dropout questionnaire (depending on enrollment status). No cognitive tests were administered. Questionnaires were administered to sample member either over the phone or in person.

BYI screening entailed collecting information on two status dimensions, enrollment and eligibility. For all base year ineligible students, the following status information was obtained from the student's current school (if enrolled) or school last attended (if a dropout) upon screening:

> **Sex:** male or female;
> **Race/ethnicity:** white, black, Hispanic, Asian/PI, American Indian, other;
> **School enrollment status as of Spring 1990:** dropout=20 or more consecutive unexcused absences between April 1, 1990 and June 30, 1990;
> **Eligibility:** English language proficiency, lack of mental or physical disability (i.e., ability to complete a questionnaire and cognitive test), reading ability level of at least sixth grade

If a sample member was reported to be a dropout, confirmation was then to be obtained from the home. The next step in the screening process was ascertaining eligibility status. Eligibility information was gathered for all sample members. In determining eligibility status in 1990, interviewers were instructed to obtain reports from a person with first-hand knowledge of the student, such as the special education teacher, the bilingual education teacher or the language arts teacher. The process typically entailed talking to multiple staff members of the school, until the individual best qualified to assess the student's eligibility status was identified.

NORC interviewers were given explicit criteria to follow for determining eligibility. Overall, it was the intention of the study to include all sample members who were capable of meaningful participation in the regular first follow-up survey under normal conditions. Unless there were severe mental or physical handicaps or lack of facility in written English or Spanish and a sample member was not capable of completing the survey instruments under normal circumstances, the student was considered eligible for the survey. A more detailed description of the BYI study can be found in the *First Follow-up Final Technical Report*.

4.4 First Follow-Up 1990 and 1988-90 Panel Data Collection Results

Tables 4.4-1 through 4.4-3 summarize the data collection results for the NELS:88 first follow-up study. All completion rates have been derived based on eligible sample members only. That is, for these tables, completion rates are calculated as the number of completed interviews divided by the number of in-scope sample members. Also, note that the first follow-up student/dropout sample constitutes the basic unit of analysis and that all other respondent populations-

-school administrators[46] and teachers[47]--are defined in relation to participating student/dropout sample members.

Table 4.4-1 presents statistics for the first follow-up full cross-sectional sample, which includes both base year retained and freshened sample members. The statistics are reported with respect to three study components--student, dropout, and school--and selected sample member and tenth grade school characteristics.

Although students participated at a somewhat higher overall rate in the first follow-up than did students in the base year, the first follow-up weighted response rate is lower (91.1% versus 93.4%). The lower first follow-up rate is largely due to subsampling, in particular subsampled transfer students because they carry a relatively large weight but participated at a lower rate. A second factor contributing marginally to the slightly lower first follow-up student completion rate is the rate of participation among freshened students. The response rate among first time sample members was 87.5 percent (unweighted) compared to 94.1 percent (unweighted) for their base year retained classmates.

The questionnaire completion rate for dropouts was 91 percent. Of those who completed a questionnaire, 49 percent completed a cognitive test. The lower rate of participation on the cognitive tests can be attributed primarily to the resource conservation strategy of not administering cognitive tests to sample members who completed either an abbreviated or modified version of the dropout questionnaire.

Completion rates for the panel sample of students and dropouts are reported in Table 4.4-2. For the purpose of this table, completion rates are calculated as the number of interviews completed in both the base year and first follow-up (N of panel members) divided by the number of all in-scope base year retained sample members who completed a base year student questionnaire (N of potential panel members). Panel completion rates are shown for students and dropouts combined by selected sample member and eighth-grade school characteristics. Weighted and unweighted response rates are also displayed in terms of panel members whose parents completed a parent questionnaire in the base year.

Base-year retained respondents participated at approximately the same rate in the first follow-up (93%) as they did in the base year (94%). Cognitive test data were collected from 89 percent of panel students and dropouts who completed a questionnaire. Again, this somewhat lower rate of response on the cognitive test is largely due to the strategy of not administering cognitive tests to sample members who completed either an abbreviated or modified version of the first follow-up questionnaire. However, 99 percent of the panel sample completed at least one cognitive test either in the base year or first follow-up. Additionally, for 94.3 percent of base year retained sample members, a parent completed a parent questionnaire in the base year. The high correspondence between sample member and parent participation makes it possible to use the first follow-up panel weight with parent data with only little risk of appreciable bias.

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[46] First follow-up schools do not constitute a representative sample of tenth grade schools, although a representative sample of eighth graders matriculated to them. Schools, and hence, school administrators were selected for participation in the first follow-up through association with selected first follow-up sample members. To conduct school effectiveness research, users should use the School Effects Augmentation data which will become available after the completion of the second follow-up.

[47] The teacher completion rate is not available for this user's manual, but will be included in the user's manual for the NELS:88 first follow-up teacher component and in the final technical report.

Table 4.4-3 displays summary completion rate statistics for panel student members only by selected student and eighth-grade school characteristics. The first follow-up response rate for base year retained students alone is 93 percent. First follow-up school questionnaire data were collected for 91 percent of panel students; for almost 100 percent of panel students, either base year or first follow-up school data is available.

Table 4.4-1: NELS:88 first follow-up completion rates (10th grade cross-section) by sample eligibility

	Student questionnaire Completion rates		Student 10th grade test[a] Completion rates		Dropout questionnaire Completion rates		Dropout 10th grade test[b] Completion rates		School questionnaire[c] Completion rates		School questionnaire[d] Completion rates	
	Weighted	Unweighted	Weighted	Unweighted	Weighted	Unweighted	Weighted	Unweighted	Weighted	Unweighted	Weighted	Unweighted
Total	91.09	94.10	94.14	95.23	90.97	89.84	48.56	50.05	NA	97.07	91.97	96.94
Participated	18,221		17,352		1,043		522		1,291		17,663	
Selected	19,363		18,221		1,161		1,043		1,330		18,221	
School type[e]												
Public	91.66	94.38	94.34	95.39	NA	NA	NA	NA	NA	97.41	93.20	97.28
Catholic	97.53	97.62	95.22	97.05	NA	NA	NA	NA	NA	95.90	88.95	95.22
Other private	89.51	93.27	91.64	93.53	NA	NA	NA	NA	NA	95.16	82.77	97.89
Urbanicity[e]												
Urban	90.36	93.64	92.29	93.53	NA	NA	NA	NA	NA	96.65	90.95	96.90
Suburban	92.25	94.53	94.80	95.91	NA	NA	NA	NA	NA	96.94	92.97	97.19
Rural	93.31	95.73	95.91	96.66	NA	NA	NA	NA	NA	98.76	94.17	98.11
Region[e]												
Northeast	91.84	93.26	93.57	94.32	NA	NA	NA	NA	NA	95.10	93.83	96.87
South	93.09	95.78	94.68	96.12	NA	NA	NA	NA	NA	97.82	91.43	97.18
North Central	93.60	95.42	97.22	97.45	NA	NA	NA	NA	NA	98.46	94.70	98.58
West	87.46	92.02	90.02	92.08	NA	NA	NA	NA	NA	96.17	90.17	95.80
Ethnicity												
Asian/PI	90.71	92.96	93.59	94.64	70.37	75.00	23.77	28.57	NA	NA	94.63	97.28
Hispanic	88.32	92.75	90.18	92.54	91.72	87.64	43.81	50.22	NA	NA	89.46	94.39
Black	88.85	93.89	92.13	94.02	89.02	87.10	39.41	48.77	NA	NA	87.92	95.88
White	93.56	95.69	95.14	96.02	93.78	94.06	55.26	52.39	NA	NA	92.95	97.55
Am. Indian	88.46	92.15	97.78	97.76	88.62	83.33	40.46	36.00	NA	NA	93.65	97.31
Refused/Missing	28.92	35.52	80.40	80.43	66.25	62.86	27.72	31.82	NA	NA	NA	NA

[a] 10th grade Cognitive Test Coverage rate for each student who has completed a student questionnaire.

[b] 10th grade Cognitive Test Coverage rate for each dropout who has completed a dropout questionnaire.

[c] 10th grade School Completion rate (for school questionnaire), where at least one student has completed a student questionnaire.

[d] 10th grade School Questionnaire Coverage rate for each student who has completed a student questionnaire.

[e] Refers to 10th grade school.

Table 4.4-2: NELS:88 *combined* base year and first follow-up completion rates (panel members) by sample eligibility for student/dropout and parent surveys

	Student/Dropout questionnaire (Both BY and 1F) Completion rates		Student/Dropout cognitive test[a] (Both BY and 1F) Completion rates		Student/Dropout cognitive test[a] (BY and/or 1F) Completion rates		Parent questionnaire[b] (BY only) Completion rates	
	Weighted	Unweighted	Weighted	Unweighted	Weighted	Unweighted	Weighted	Unweighted
Total	92.77	95.42	89.05	90.47	99.53	99.66	94.32	94.00
Participated	17,424[c]		15,763		17,365		16,378	
Selected	18,261		17,424		17,424		17,424	
School type[d]								
Public	92.43	95.37	88.50	90.00	99.54	99.67	94.77	95.17
Catholic	95.24	96.12	93.82	93.72	99.23	99.63	90.44	86.61
Other private	94.84	95.25	91.11	91.91	99.85	99.64	92.61	89.67
Urbanicity[d]								
Urban	91.02	94.39	84.89	88.32	99.02	99.60	92.31	92.05
Suburban	92.29	94.85	89.61	90.65	99.65	99.63	94.44	93.69
Rural	94.94	97.05	91.67	91.98	99.78	99.75	95.80	96.00
Region[d]								
Northeast	93.09	94.51	88.90	89.55	99.63	99.60	91.77	87.90
South	93.86	96.61	87.97	90.46	99.25	99.61	95.66	95.10
North central	94.35	96.18	93.85	94.07	99.74	99.78	96.73	97.18
West	88.28	93.16	84.34	86.45	99.67	99.64	90.95	92.45
Ethnicity								
Asian/PI	90.68	93.87	87.65	90.53	99.99	99.91	91.32	91.86
Hispanic	89.38	93.73	84.83	86.38	99.56	99.58	89.96	89.87
Black	88.48	93.44	81.59	86.98	98.62	99.55	90.90	92.47
White	94.30	96.23	91.03	91.71	99.68	99.68	96.08	95.51
Am. Indian	87.36	91.16	91.36	90.31	99.38	99.49	76.80	76.53
Refused/Missing	83.98	92.86	53.41	69.23	93.10	92.31	00.00	00.00
Minority schools[d]								
Schools with more than 19% minority students	85.87	92.69	79.63	83.14	99.72	99.76	90.98	91.45
Schools with less than 19% minority students	93.54	95.71	90.02	91.23	99.51	99.65	94.67	94.26

[a] Cognitive Test Coverage rate for each sample member who has completed a BY student questionnaire and 1F student/dropout questionnaire.

[b] BY Parent questionnaire Coverage rate for each sample member who has completed a BY student questionnaire and 1F student/dropout questionnaire.

[c] Sample members who participated in the base year and first follow-up.

[d] Refers to 8th grade schools.

Table 4.4-3: NELS:88 *combined* base year and first follow-up completion rates (panel members) by sample eligibility for the student (only) and school surveys

	Student questionnaire (Both BY and 1F) Completion rates		School questionnaire[a] (Both BY and 1F) Completion rates		School questionnaire[a] (BY and/or 1F) Completion rates	
	Weighted	Unweighted	Weighted	Unweighted	Weighted	Unweighted
Total	92.57	95.41	90.59	95.68	99.88	99.91
Participated	16,659[b]		15,939		16,644	
Selected	17,461		16,659		16,659	
School type[c]						
Public	92.19	95.36	91.45	95.58	99.86	99.89
Catholic	95.19	96.07	87.77	95.75	100.0	100.0
Other private	94.83	95.24	81.11	96.40	100.0	100.0
Urbanicity[c]						
Urban	90.68	94.37	85.08	93.50	99.83	99.74
Suburban	92.10	94.86	90.25	95.03	99.82	99.94
Rural	94.83	97.02	95.51	98.32	100.0	100.0
Region[c]						
Northeast	92.88	94.44	91.52	95.57	99.96	99.97
South	93.58	96.57	90.36	95.98	99.85	99.97
North central	94.34	96.18	92.47	97.84	99.77	99.75
West	88.01	93.31	87.26	92.28	99.99	99.97
Ethnicity						
Asian/PI	90.74	94.03	90.06	93.85	99.90	99.90
Hispanic	88.77	93.65	85.89	91.30	99.64	99.80
Black	87.92	93.56	86.03	94.56	99.94	99.94
White	94.16	96.17	91.99	96.73	99.89	99.92
Am. Indian	86.69	91.33	91.58	95.53	100.0	100.0
Refused/Missing	78.10	91.67	100.0	100.0	100.0	100.0
Minority schools[c]						
Schools with more than 19% minority students	85.13	92.89	85.35	89.52	00.00	100.0
Schools with less than 19% minority students	93.39	95.67	91.12	96.31	00.00	99.00

[a] School Questionnaire Coverage rate for each student who has completed a BY student questionnaire and 1F student questionnaire.

[b] PANEL students only.

[c] Refers to 8th grade schools.

V. Data Control and Preparation

This chapter describes the procedures used to transform responses from first follow-up questionnaires into a data file. Several procedures were implemented to prepare these documents for optical scanning or data entry, including monitoring the receipt of completed questionnaires, editing completed questionnaires for missing information, retrieving the missing information, coding certain questionnaire items, if applicable, and preparing the documents for archival storage.

5.1 On-site Editing and Retrieval

The first data control and preparation activity was editing questionnaires and retrieving missing information. NORC field staff conducted on-site editing of the dropout questionnaires (and new student supplements) by first checking that the respondent identification number was correctly filled in. Next, "critical items," were checked for completeness. (A complete listing of the critical items appears in Appendix M.)

If the response to one or more of the critical items was missing, undecipherable, or had multiple categories marked when only one response was admissable, the NORC field staff member privately pointed out the problem to the respondent. If, after prompting, the sample member indicated that he or she had chosen not to answer the question, the NORC staff member marked a "no retrieval" response for the item. No retrieval was indicated by filling in an oval positioned to the left of each critical item. The "no retrieval" responses were used later during the machine editing process to assign a "refused" response to the critical items.

5.2 Monitoring and Receipt Control

After completing data collection and on-site editing, NORC field staff prepared the dropout questionnaires, cognitive tests, and new student supplements for mailing to NORC. Once these packages were received at NORC they passed through several steps. First, receipt control clerks checked each dropout questionnaire for completeness and reviewed the transmittal documents to ensure that the case ID numbers matched. A final disposition code was assigned to the corresponding sample member by the team leader. The disposition code indicated whether test data, questionnaire data, or a combination of the two were completed by the sample member. Receipt control clerks then entered this disposition code into NORC's microcomputer-based system called the Survey Management System (SMS). At the time of entry, the SMS generated and automatically entered the date that data for each case was received.

5.3 In-house Editing and Coding

Editing and coding were conducted to review completed questionnaires, to identify problems requiring coding decisions, and to prepare the questionnaires for data entry. Questionnaires were checked for errors, inconsistencies, and missing data. The coding supervisor attempted to resolve an error using information obtained from other portions of the questionnaire. If an error could not be resolved in this way, then the appropriate code was assigned to the question to indicate missing or multiple responses.

For the new student supplements, respondents were asked to provide information about their parents' occupations which required coding. NORC coders used the same coding procedure used in the base year to collapse the open-ended occupation responses into one of nineteen categories. (A list of the occupation categories can be found on page 14 of the base year parent questionnaire in question 34B.)

5.4 Data Entry and Archival Storage

Once coded, dropout questionnaires and new student supplements were keyed to disk following specifications for each document, including all skip patterns and zero-filling of numeric fields. Each questionnaire was 100 percent key-verified. Final data from the first batch of questionnaires entered were carefully checked against the original documents to assure that complete accuracy had been attained. After data entry was completed, the questionnaires were batched and stored at NORC in a locked and secured room.

VI. Data Processing of the Dropout Questionnaire

Data processing activities spanned the entire length of the NELS:88 first follow-up survey, beginning with sample selection, through receipt control and machine editing, and ending with the preparation of public use data files and user documentation.

6.1 Receipt Control Procedures

Tracking and receipt of questionnaire data for all respondent populations was accomplished through the NORC Survey Management System. The system kept a record for each sample member which contained such information as the school ID, the sample member ID, and dropout disposition codes. Dropout disposition codes were used to track completion rates of the sample during data collection. At the end of the data collection period the SMS file of disposition codes was merged with the keyed data to identify discrepancies in IDs or final status. In most cases, it was possible to resolve such discrepancies by referring to the hardcopy of the documents.

6.2 Machine Editing

Conventions for editing, coding, error resolution, and documentation adhered as closely as possible to the procedures and standards previously established for HS&B and NLS-72.

After the dropout data were keyed, the combination of machine editing and visual inspection of the output began. The tasks performed included: resolving inconsistencies between filter and dependent questions, supplying the appropriate missing data codes for questions left blank, detecting illegal codes and converting them to missing data codes and investigating inconsistencies or contradictions in the data. Variable frequencies and crosstabulations were inspected before and after these steps to verify the correctness and appropriateness of the automated machine editing processes.

Inconsistencies between filter and dependent questions were resolved in the machine editing process. In most instances, dependent questions that conflicted with the skip instructions of a filter question contained data that, although possibly valid, were superfluous. For instance, respondents sometimes indicated "no" to a filter question and then continued to answer "no" to subsequent dependent items. When a filter question indicated that subsequent questions(s), should have been skipped, the subsequent dependent questions were set to a value of legitimate skip with one exception. In the exception, if the dependent questions were answered in a manner that was inconsistent with the filter but consistent within the dependent items, the filter was back edited (changed) and made consistent with the dependent responses. If a multiple response or no answer was given to a filter question, the question was assigned an appropriate reserve code ("6", "7" or "8") and all subsequent questions that might have been skipped were processed as if the respondent should have answered them.

The frequency with which responses were recoded to legitimate skip for each skip pattern was closely monitored. Frequency distributions of responses before and after editing were inspected. All filter questions and their respective dependent items were displayed in crosstabulations so that staff could verify the correctness of the recoding.

After improperly answered questions were converted to blanks, the dropout data were passed through a second step in the editing program that supplied the appropriate reserve codes for blank questions. Where a value was not provided by the respondent, a reserve code fills the field. These codes are as follows:

6=MULTIPLE RESPONSE
7=REFUSED (if a critical item is missing and the retrieval oval is checked)
8=MISSING
9=LEGITIMATE SKIP

If the field is longer than one column, the right-hand column contains one of the above codes and the rest of the columns are filled with "9"s.

Critical items followed a somewhat different machine editing process. This process relied on reading whether the critical item "retrieval oval" was marked. Data collection procedures instructed field interviewers to mark the retrieval oval if an attempt was made to retrieve data from a respondent. These flags then were used to set corresponding blank data to REFUSED. Although retrieval variables were present in the questionnaire, they are not present in the data since their purpose was to determine correct reserve codes. Any critical item that was blank, not a legitimate skip, and whose respective retrieval oval was not marked was coded as "8" (missing). If a filter was coded "7" (refused), all subsequent questions that might have been skipped were processed as if the respondent should have answered them. Filters that were coded "6" (multiple response) or "8" (missing) were handled the same way.

Detection of out-of-range codes was completed during scanning or data entry for all questions except those permitting an open-ended response. Questions with unusually high nonresponse or multiple response were checked by verifying the data in the hardcopy questionnaire.

Although efforts were undertaken to make questions appearing in both the student and dropout questionnaires identical, occasionally the response codes used in the two questionnaires were different. In addition, some of the response scales used were the same as those used in base year and/or HS&B but with the scale reversed. After machine editing was completed, the affected items were recoded. First follow-up student questionnaire items were recoded to match comparable items in HS&B and base year. Then the dropout items were recoded to coincide with the student codes.

6.3 Data File Preparation

The conventions used to assign SAS and SPSS-X variable names are as consistent as possible with HS&B and NLS-72. In those two surveys, variable names were assigned according to the survey wave and the question number. A similar system was developed for NELS:88. For example, F1D12A, is from the first follow-up dropout survey, question 12, part A.

Most composite variables were constructed using responses from two or more questionnaire items. In some cases, composites were derived from variables from different databases. Others were constructed by recoding a variable and some were simply copied from a different data source to this file for the user's convenience. Generally, the names of the first follow-up flags and weights begin with F1, as do the composite variables. This scheme varies somewhat from base year. Base year composites thought to be valid for all waves of NELS:88 were not prefaced with BY, while those thought to be specific to the base year survey were. The composite variables which do not follow a consistent rule from base year to first follow-up are:

Base Year	**First Follow-Up**
SEX	F1SEX
RACE	F1RACE
HISP	Not in F1
API	F1API
HEARIMP	Not in F1
HANDPAST	Not in F1
BIRTHMO	F1BIRTHM
BIRTHYR	F1BIRTHY

The only reserve code used for composite variables is that of missing data. For one-column variables that is an "8", for variables greater than one column, the left-most columns are filled with "9"s (9...8). This reserve code is used when the sources for data are missing due to either item nonresponse or nonparticipation in all or part of the components of the study. Appendix H contain explanations of the conditions under which specific composite variables were assigned a missing code.

VII. Guide to the Data Files and Codebook

The NELS:88 first follow-up public use data files are available on four separate magnetic tapes,[47] one for each study component: the student (including key classification variables for dropouts) survey, the dropout survey, the teacher survey, and the school administrator survey. This chapter describes the content and organization of the dropout data file and associated codebook.

Since several types of sample members exist (first time participating freshened students, base year and first follow-up participants and base year participants not enrolled in tenth grade in 1990), the analyst must use the proper sample identification and participation flags and weights to produce accurate statistics. Therefore, before describing the data file, several suggestions on how to use the file are offered that should be helpful to the analyst. These are followed by a complete description of the content and organization of the data file and a guide to the associated codebook.

In the section on the data file, the reader should pay particular attention to the composite variables which have been specially constructed to streamline substantive analyses. Since researchers often need to control for education level, urbanicity of school, socioeconomic status and the like, a set of classification variables has been carefully constructed that can be used for this purpose. Complete specifications used to create these composite variables can be found in Appendix H. Should the analyst choose to create alternatives, the data offer many possibilities for doing so.

7.1 Suggestions for Selecting Participation Flags and Weights and Using Statistical Programs

Participation flags. One of the first steps to take before running statistical analyses is to select the proper participation flags and weight. There are six participation flags (F1 indicates first follow-up, BY indicates base year) which define subsets of the participating sample members. Four of the participation flags have two levels, while the remaining two participation flags have three levels.

For the following four flags, a "1" means that the indicated documents were completed and a "0" means that they were not.

F1BYQFLG	base year student questionnaire completed (1) or not completed (0)
F1PANFLG	both base year and first follow-up questionnaire completed (1) or not completed (0)
F1TXFLG	the cognitive test battery completed (1) or not completed (0)
F1NSSFLG	new student supplement questionnaire completed (1) or not completed (0)

There are three levels (0, 1 and 2) for the remaining two participation flags.

1. **F1QFLG** is the first follow-up participation flag. A value of "2" for this flag indicates that the first follow-up sample member completed a dropout questionnaire. A value of "1" for F1QFLG indicates that the sample member completed a student questionnaire and a value of "0" indicates that the sample member did not complete a first follow-up questionnaire.

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[47] While the initial release of the data is in tape format, a version of both the restricted and public use data files is currently being prepared in a Compact Disc Read-Only Memory (CD-ROM) format.

2. **F1ADJFLG** only appears on the dropout data file, and indicates which form of the dropout questionnaire was completed. A value of "0" indicates that the dropout completed the full version of the questionnaire; "1" means either an abbreviated or modified version was completed.

Sample identification flags. There is one sample identification flag of importance for selecting the appropriate sample members for analyses:

1. **F1SMPFLG** indicates the sample member type. A value of "1" indicates that a sample member is a freshened sample member (first time participant), while a value of "0" indicates that a sample member is an eighth grade cohort member.

These flags should be used to select the subset of responding sample members the analyst wishes to examine. For example, if data are desired from all dropouts who participated in both waves of NELS:88, the F1QFLG and F1PANFLG should be used to select them. (Even when running unweighted statistics, the participation flags should be used).

Weights. When the user combines a flag with the appropriate weight, he or she can produce population estimates. There are four weights for NELS:88 first follow-up that are included in the dropout data: F1QWT, F1PNLWT, F1DQAJWT, and F1DPADJWT. The first two of these weights are to be used with items in the file which were asked of all dropout respondents; the latter two must be used with those items not appearing in the abbreviated questionnaire. **F1QWT** should be used for producing weighted first follow-up dropout statistics. **F1PNLWT** should be used for producing weighted dropout statistics when using both the base year and first follow-up data. Panel analyses will use the F1PNLWT, while cross-sectional analyses will use the F1QWT. Thus, if F1PANFLG is used to select cases of interest, F1PNLWT should be used in analysis. Likewise, if F1BYQFLG is used to select a subset of respondents, BYQWT should be used and if F1QFLG is used for selecting cases for analysis, F1QWT should be used. (See Chapter III for an explanation of sample weights).

The special nonresponse-adjusted weights, **F1DQAJWT** and **F1DPAJWT**, are crucial to using the dropout data. The weights should be used only when analyzing items that did not appear on the abbreviated questionnaire. Only those respondents who did not receive the abbreviated questionnaire (i.e., who received the full dropout questionnaire) have a value for this weight. The value is the dropout weight times a factor that adjusts for differences between the abbreviated and nonabbreviated groups on three factors: (1) race (white vs nonwhite), (2) gender, and (3) last grade level attended prior to dropping out (10th vs 8th/9th). In addition, the appropriate flags (F1QFLG and F1PANFLG) should be used prior to the analysis, again depending on whether the analysis is conducted on the full or the panel dropout sample. The special dropout questionnaire flag, F1DQFLG, should be used to determine which form of the dropout questionnaire was completed.

If the analyst wishes to compare dropouts to students on one of the variables not included on the abbreviated questionnaire, the following procedure is suggested. Construct a new weight variable equal to F1QWT or F1PNLWT for students (depending upon whether the full or the panel sample is used in the analysis) and equal to the respective full or panel sample abbreviated questionnaire weight for dropouts. Use the new weight variable in the analysis to partially compensate for dropouts who did not receive the abbreviated questionnaire.

The appropriate participation flags and/or weights should be used if unweighted and weighted analyses are to be performed correctly. See Appendix I for specific examples using Statistical Analysis System (SAS).

Note on use of F1PNLWT (and F1DPAJWT) with base year parent data. For researchers interested in using base year parent data with first follow-up dropout data, the F1PNLWT or F1DPAJWT should be used. F1PNLWT should be used when analyses of solely parent data are performed. Regardless of the research questions under examination, when using the F1PNLWT with parent data, users are cautioned to be alert for possible skews (due to the fact that nonresponse is not random), and adjust accordingly, especially when conducting analyses on subgroups that did not form the differential weighting cells used to adjust for nonresponse. However, since both base year student and parent response rates across various subgroups (for example, sex and race/ethnicity) were so high, the first follow-up panel weights (which sums to the population total of all students enrolled in eighth grade in 1987-1988) may be used with base year parent data with only a small decrease in precision.

For example, although 6 percent more parents of panel students than panel dropouts participated in the base year (94.9 percent and 89 percent respectively), when the longitudinal cohort dropout rate is computed as a function of parents who completed a base year questionnaire, the parent derived-dropout rate differs from the sample member-derived rate by .4 percent (5.7 percent and 6.1 percent respectively).

Although sampling weights are discussed in detail in Chapter III a few words are warranted here. The NELS:88 data files are designed to be used as weighted data sets in all analyses. The complexity of the NELS sample design increases the risk of inaccurate results if the data are analyzed on an unweighted basis. Clustering, multistage selection, and disproportionate sampling all contribute potential bias and various degrees of unreliability, which can only be avoided by using the weights provided to analyze specific subsets of the sample.

7.1.1 Packaged Statistical Programs

NCES has responded to numerous questions over the years having to do with statistical analyses of data from earlier longitudinal education studies and now routinely recommends the procedures outlined in Appendix I, using SAS with NELS:88 data. SPSS-X can also be used, and the data files contain the appropriate control cards for this package. Analysts should contact their own support facilities to obtain the information necessary to create an SPSS-X system file from a SAS system file. While this utility is probably available at most installations, it should be unnecessary in working with the NELS:88 data since both SAS and SPSS-X control cards are provided with the data.

7.2 Content and Organization of the Data Files

The first follow-up dropout raw data file contains a record for all 1,043 participating dropout sample members. Each record is organized as shown in the record layout appearing in Appendix F. The variables are grouped into similar logical sets in each file as discussed below. For the sake of brevity, each item of data is referred to by its SAS (SPSS-X) variable name, as defined in the control cards provided with the data file.

The dropout data set contains four related files. They are:

1. The dropout raw data file with the following items for each dropout sample member participating in the first follow-up:
    a. Randomized ID number (positions 1-7)
    b. First follow-up dropout questionnaire data (positions 8-555)
    c. First follow-up weights, flags, and composites (positions 556-736).
    d. First follow-up new student supplement data with equivalent base year data mapped into the new student supplement items (positions 737-811).
    e. Special first follow-up weights and flags for dropout data (positions 812-xxx).

2. SPSS-X control cards

3. SAS control cards

4. SAS system file

7.2.1 Identification Codes

The first variable on all of the raw data files, STU_ID, is a unique seven-digit identification code consisting of a five digit base year school ID followed by a two-digit code. Both sets of numbers have been randomly assigned to maintain confidentiality. The STU_ID for sample members added to the first follow-up (freshened sample members) also consists of a five digit base year school ID followed by a two digit code. Freshened students added to the first follow-up were linked to a base year student. The base year school ID of the linked student was used as the root of the added student's ID. Thus, in all cases, the student ID links the first follow-up sample member to a base year school.

The four components of the NELS:88 base year--student, parent, teacher, and school--may be linked to one another through the identification codes on each component. The parent data uses the student ID as the parent ID and the first seven-digits of the base year teacher ID is the student ID, and the base year school ID is embedded in the first five digits of each base year component ID.

Similarly, the three "linkable" components of the first follow-up--student, teacher and school--may be linked to one another also through the identification codes of each component. (Note that the first follow-up dropout component is not considered a "linkable" component because no teacher or school data were collected for dropouts. However, dropout data can be linked to base year contextual data sources, as explained below.) As in the base year, the first seven digits of the first follow-up school and teacher identification codes are the student's ID (STU_ID). Thus, contextual teacher and school data may be appended to student data through a merge statement employing the seven-digit STU_ID variable which appears on all files.

Finally, given this identification code strategy--all components' (base year and first follow-up) identification codes begin with the unique seven-digit student identification code--base year contextual data (school, parent, teacher) may be linked to first follow-up student and dropout data through the shared first seven-digits of each components' identification code. Similarly, base year student data may be linked to first follow-up student and dropout data through the variable STU_ID appearing on student and dropout files. Figure 7-1 illustrates the base year and first follow-up data file linkages.

7.2.2 Dropout Questionnaire Information

Data from the dropout questionnaire is presented in the same order as the questions appear in the document. Variables are identified by their SAS (SPSS-X) name. The first three characters of the variable names indicate the survey wave and source document, while the last characters of the variable name are composed of the question number and part. For example, F1D23H is question 23, part H from the dropout questionnaire.

7.2.3 Sampling Weights

The F1QWT is calculated from the base year design weight for the sample member in conjunction with his/her probability of selection into the first follow-up and adjusted for the fact that some of the selected sample members did not complete the questionnaire.

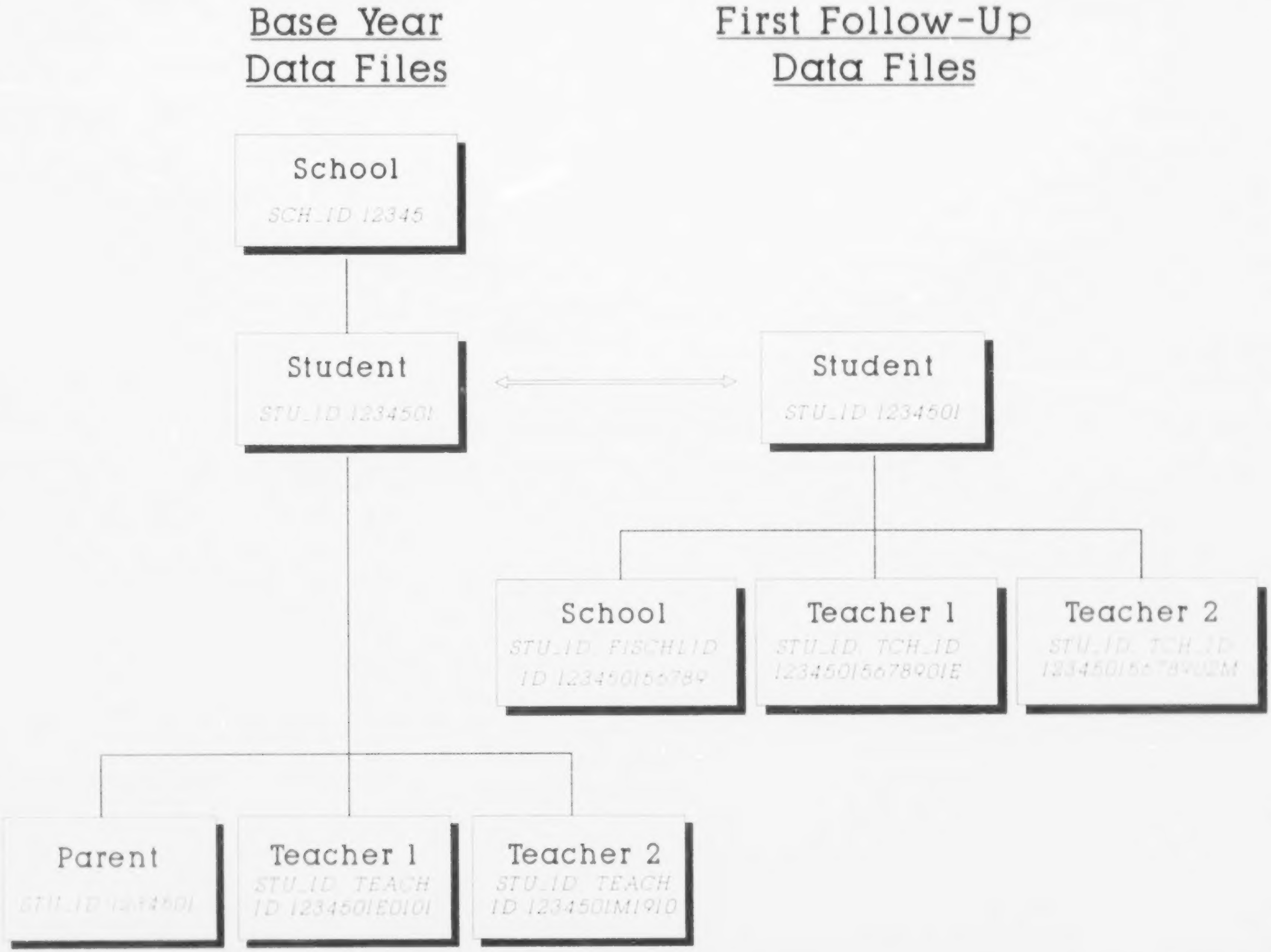
The F1PNLWT was developed only for individuals who completed a questionnaire in both the base year and first follow-up (the panel sample). The same basic procedures and nonresponse adjustment groups were used in computing F1PNLWT as those employed in calculating F1QWT.

Similarly, F1DQAJWT and F1DPAJWT were developed for first follow-up participants and panel members respectively. However, these weights should be used only when analyzing dropout data for items not included in the abbreviated version of the dropout questionnaire. The dropout weight is multiplied by a factor that adjusts for differences in the two groups (full form respondents vs. abbreviated form respondents) in order to get the nonresponse-adjusted weight.

7.2.4 Composite Variables

Most composite variables were constructed using responses from two or more questionnaire items. In some cases composites were constructed from numerous variables or variables from different databases. Others were constructed by recoding a variable. A few were simply copied from a different data source to this file for the user's convenience. All of the derived variables are described in detail in Appendices G and H, where they are listed along with flags and weights in the order in which they appear on the data file. Most of the composite variables can be used as classification variables or independent variables in data analysis. For this reason, composite variables may sometimes be referred to as classification variables in this document.

Figure 7-1: Guide to data file linkage for NELS:88 base year and first follow-up


Base Year
Data Files
First Follow-Up
Data Files
School
SCH_ID 12345
Student
STU_ID 1234501
Student
STU_ID 1234501
School
STU_ID FISCHLID
ID 123450156789
Teacher 1
STU_ID TCH_ID
12345015678901E
Teacher 2
STU_ID TCH_ID
12345015678902M
Parent
STU_ID 1234501
Teacher 1
STU_ID TEACH
ID 1234501E0101
Teacher 2
STU_ID TEACH
ID 1234501M1910

Composites and special variables. Many of the NELS:88 composite variables mark **respondent demographic characteristics.** F1SEX, F1RACE, F1API, F1BIRTHM and F1BIRTHY were taken directly from the first follow-up new student supplement or the base year composite. The F1SEX variable was taken first from the base year student questionnaire or first follow-up new student supplement. If these sources were missing or not available, sample member sex was taken from base year school rosters. Any records with this variable still missing had sex imputed from the respondent's first name, or if that could not be done unambiguously, the value for F1SEX was randomly assigned. F1RACE also was constructed from several sources of information. The first source was the respondent self report (from either the base year student questionnaire or the first follow-up new student supplement). If the information was missing or, for dropout-reported race of American Indian, inconsistent with that of the parent, data from the parent questionnaire were used. If F1RACE was still missing, the school roster race was used (see Appendix H). F1API (Asian and Pacific Island subgroup) was taken from the base year student questionnaire or first follow-up new student supplement and several categories were combined. F1BIRTHM and F1BIRTHY were taken directly from the student data and were not subject to recoding.

Socioeconomic status can be determined from F1SES and F1SESQ. The base year parent questionnaire was the primary source used to construct this composite, averaging the nonmissing values of five standardized components: father's and mother's educational levels, father's and mother's occupations, and family income. For cases without parent data, respondent data were used from either the base year student questionnaire or the first follow-up new student supplement. The first four components from the dropout data are the same as the components used from the parent data and a ranking of material possessions was substituted for family income. F1SESQ is simply the F1SES quartile to which the respondent belongs.

Four **psychological scales**, designed to be as comparable as possible with those on HS&B and NLS-72, were constructed from various attitude items. These scales are intended to measure locus-of-control (F1LOCUS1 and F1LOCUS2) and self-concept (F1CNCPT1 and F1CNCPT2). In addition, a related set of scales was drawn from Marsh's Self-Description Questionnaire (SDQ II). These psychological variables were constructed and appear on the student data file. However, these variables are unsuitable for use with the dropout data because of the amount of missing information caused by the use of an abbreviated questionnaire which did not gather data on self-esteem and locus of control. Users may construct other psychological scales using the dropout data (see Appendix H for more information).

Educational/test variables. The cognitive test composites are based upon the test battery administered to participants in the first follow-up, and are included on the first follow-up student data file. However, because of the amount of missing test data for dropout respondents (only about 50 percent completed a cognitive test battery), these variables are not included on the dropout data file.

7.3 Guide to the Codebook

The codebook provides a comprehensive description of the first follow-up dropout data file. For each variable on the data file, the codebook provides a summary of the related information. The question number and wording, the variable's tape position and format, and the responses to the item along with their unweighted frequency and percent and weighted percent are shown. (Please refer to Figure 7-2 for an example. Each portion of the example is numbered. These numbers can be used to reference the associated explanation in the text following the figure.)

Again, it is worth noting that there were cases where information not provided by the respondent was obtained from other sources. One example is when information on a sample members' sex and race were obtained from the base year school rosters if a base year student questionnaire or first follow-up new student supplement was not completed. A full description of these substitutions is in Appendix H. In addition, as noted in Chapter III (and VI), certain responses were imputed logically as the result of machine editing. In general, however, there were no other attempts at imputing data for missing values. Because of this, nonresponse bias may be a problem for items with high nonresponse. Such items are documented in Chapter III of this user manual.

Figure 7-2: Codebook entry

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(1) Question 8

(2) Tape Pos. 33-33
(3) Format: I1

(4) F1D8 (5) GRADE R IN WHEN LAST ATTENDED SCHOOL

(6) What grade were you in then?

(7)	RESPONSE	(8) CODES	(9) FREQ	PER- (10) CENT	WGTD (11) PCT
	IN EIGHTH GRADE	1	79	7.6%	7.9%
	IN NINTH GRADE	2	433	41.5%	43.3%
	IN TENTH GRADE	3	488	46.8%	48.8%
(12)	RESERVED CODES:				
	REFUSAL	7	5	.5%	(MISS)
	MISSING	8	38	3.6%	(MISS)
	TOTALS:		1043	100.0%	100.0%

Explanations:

1. Question number: Question number is the same as the dropout questionnaire item number for variables taken directly from the dropout questionnaire. Composite variables and other items such as flags and weights have variable names that reflect their content.

2. Tape position: This item gives the starting and ending tape position of each variable on the data tape.

3. Variable format: This item indicates the type of variable, its width, and the number of positions following the implicit decimal point, if any.

4. SAS and SPSS-X variable name: Each variable on the data set is identified by a unique SAS and SPSS-X variable name. Data indicators (such as flags and status codes) and composite variables are given mnemonics that help identify them, for example, F1SES for "first follow-up socioeconomic status". For all variables the user should be careful always to refer to the variable by its SAS (SPSS-X) variable name in any computing procedures, rather than by its question number.

5. SAS (SPSS-X) variable label: A short variable label appears after the variable name. This label is the same as that which appears on the SAS (SPSS-X) data definition cards included on the tape.

6. Original question wording: This reproduces the exact question wording as it appeared in the questionnaire.

7. Response categories: This item provides either the original response categories (in the case of questionnaire items) or the recoded or constructed response categories (for composite variables and data indicators, such as flags). For display in the codebook, continuous variables have been recoded to collapse all valid values into a single response category. This allows the codebook tables to show the frequency counts, unweighted percentages, and adjusted weighted percentages for continuous variables without printing each distinct value that the variable can take. These value labels are not the same as those on the SAS (SPSS-X) data definition cards. Condensed value labels that do not cause truncation problems are provided with the data definition cards.

8. Response codes: This item provides the actual numerical codes that appear on the data tape in the tape position specified (except for continuous variables, where the actual values that appear on the tape have been recoded to produce the frequency counts and percentages). Certain codes, discussed below, are reserved to indicate missing data, legitimate skips and so forth.

9. Frequency counts: This item shows the unweighted frequency counts for all records that were processed, including records that have missing data codes, legitimate skips, and so forth.

10. Unweighted percentage frequencies: This column displays the frequency counts of item 8 as percentages. All records that were processed are included.

11. Weighted percentage frequencies: This column displays percentages based on response counts weighted up to the relevant population. Cases with reserve code values are excluded from the computation.

12. Reserve codes: In this data set certain codes, termed "reserve codes" have been chosen always to stand for certain situations. These reserve codes and their interpretations are:

6=multiple response	more than one response where only one response was called for
7=refusal	respondent refused to answer an item or refused to resolve a multiple response where only one was called for, either at the time of the questionnaire administration or at telephone follow-up
8=missing data ...	data that should be present for this respondent is missing, but respondent did not necessarily refuse to provide data

9=legitimate skip . .	because of responses to preceding questions, data for this item should not be present for this respondent; that is, the value is legitimately missing.

These reserve codes correspond identically to those used in NLS-72 and in HS&B. The codes as listed above apply to variables with single-column data fields. For variables with fields greater than one column, the left-most columns are filled with 9's (e.g., 96, 996, 9996).

APPENDICES

Appendix A

NELS:88 Base Year Sources of Contextual Data:

Parent, Teacher, and School Administrator Components

I. Introduction

In addition to surveying students, the NELS:88 base year survey collected data from students' parents, teachers, and school administrators, in order to provide researchers with contextual sources with which to integrate and analyze the primary student and (first follow-up) dropout data. Information about instrument development and data collection procedures for the base year contextual components is contained in this appendix. More detailed information about the base year or first follow-up school, teacher, and parent components may be found in the appropriate user's manuals for each data file.

II. Data Collection Instruments

2.1 School Administrator Questionnaire

The primary purpose of the school administrator questionnaire was to gather general descriptive information about the educational setting and environment associated with the individual students who were selected for participation in NELS:88. This school information describes the overall academic climate in terms of enrollments and educational offerings, as well as specific school practices and policies. The information obtained through the school administrator questionnaire provides supplemental data to that provided by the student questionnaire so that student outcomes can be considered in terms of the educational setting. The NELS:88 base year survey provided a national probability sample of eighth grade schools, and thereby served a second purpose--to provide a stand-alone school dataset.

In the base year, a self-administered 40-minute school administrator questionnaire was completed by the school principal, headmaster, or other knowledgeable school administrator designated by the principal. The questionnaire was designed to collect information about school, student, and teacher characteristics; school policies and practices; the school's grading and testing structure; school programs and facilities; parent involvement in the school; and school climate. NORC and its subcontractor, Westat, collaborated in designing the base year instrument.

2.2 Teacher Questionnaire

In the base year, a self-administered questionnaire was completed by selected teachers responsible for instructing sampled students in two of the four cognitive test subjects (mathematics, science, reading, and history). Teachers were asked to respond to the questionnaire items in relation to a specific list of sampled students enrolled in their classes. The teachers of each sample member were chosen, when possible, from the same two cognitive test areas that were chosen for that student in the base year. (In some cases, however, students who were not enrolled in classes in the same subject areas as the base year were evaluated by teachers in "substitute" subjects.)

The NELS:88 teacher component was designed to provide teacher information that can be used to analyze the behaviors and outcomes of the student sample, including the effects of teaching on longitudinal student outcomes. The teacher-student-class linked design of this component does not provide a stand-alone analysis sample of teachers, but instead permits specific teacher characteristics and practices to be directly related to the learning context and educational outcomes of sampled students. The teacher questionnaire is the critical instrument for investigating the student's specific learning environment.

The teacher questionnaire attempts to illuminate questions of the quality, equality, and diversity of educational opportunity by obtaining information in the following four content areas:

- Teacher's assessment of the student's school-related behavior and academic performance, educational and career goals (e.g., likelihood student will go to college, student motivation, effort, absenteeism, and class participation). Respondents completed this section with respect to the sample members they instructed for a particular subject matter.
- Information about the class the teacher taught to the sample member (e.g., track assignments, instructional methods, homework assignments, and curricular contents). In this section of the instrument, classroom topic coverage ("Opportunity to Learn") items have been articulated with the cognitive tests.
- Information about the teacher's background and activities (e.g., academic training, years of teaching experience, employment status).
- Information about the school social climate and organizational culture and ethos (e.g., teacher autonomy, participation in determining school policy, and relationships with the principal).

2.3 Parent Questionnaire

In the base year, a self-administered 30-minute questionnaire was completed by one of the student's parents on about the same date that the student questionnaire and eighth grade tests were administered. The instructions in the questionnaire and accompanying letter directed the most knowledgeable parent or guardian, defined as the parent who knows the most about the student's educational activities and related behaviors, to complete the questionnaire. In accordance with this definition, the respondent was self-selected.

The parent questionnaire was designed to collect information from parents about factors that influence educational attainment and participation. The object of the parent questionnaire was to provide data that could be used primarily in the analysis of student behaviors and outcomes, and only secondarily as a data set by itself. The questions focused on family background and socioeconomic characteristics, and on the character of the home educational support system. In addition, the parent instrument collected data related to parental behaviors and circumstances with which the student may not be familiar, such as parental education and occupation, and contained more sensitive items relating to income and religious affiliation. English and Spanish language versions of the questionnaire were made available to parents.

Parents of sample members were not surveyed in the first follow-up, but the parent component will be included once again in the second follow-up wave.

III. Base Year Data Collection

In the base year, data was collected from 22,651 parents, and from 5,193 teachers and 1,035 school administrators in 1,052 schools. Data collection was accomplished through self-administered instruments that were normally received in the schools and then delivered to the intended respondent via the school coordinator, NORC representative, or, in the case of the parent, the student.

3.1 Base Year Parent Survey

A self-administered questionnaire was hand-delivered by the student to his or her home with a written request that it be "completed by the parent or guardian who is most familiar with the student's current school situation and educational plans." One parent of each sampled student in the core sample was included in the parent survey.

Approximately 40 percent of parent questionnaires were returned through the schools or directly to NORC without further intervention. A mixed mode follow-up design was used to pursue parents who failed to return a completed questionnaire several weeks after the questionnaire should have been received. The follow-up was executed in two stages. Parents first received a telephone prompt from an NORC central office interviewer, encouraging them to complete and return the questionnaire promptly.[1] The telephone prompt accounted for an additional 20 percent of the completed cases. If a case was still outstanding two weeks after the telephone prompt, it was transferred to an NORC field interviewer for follow-up. Field interviewers were instructed to attempt to complete the case by telephone administration. Failing that, the interviewer was instructed to make a personal visit to the respondent's home in an attempt to conduct a face-to-face interview. Further details of the parent survey data collection may be found in the *NELS:88 Base Year Parent Component Data File User's Manual.*[2]

3.2 Base Year Teacher Survey

A self-administered teacher questionnaire was distributed to selected eighth grade teachers of the sampled students. Teachers were selected on a preassigned basis in two of four subject areas---mathematics, science, English, history. Each school was randomly assigned to one of the following combinations of curriculum areas: mathematics and English; mathematics and history; science and English; and science and history.

Thus, at any given school, each sampled student's current teacher(s) in each of the two designated subject areas was selected to receive a teacher questionnaire. This selection procedure was designed to ensure representation of mathematics or science curriculum and English or history in all schools. (Combinations of English and history as well as science and mathematics were excluded by the design.) The design also achieved balanced representation of the four curriculum area combinations across the school variables of control (public, Catholic, and other private), level (elementary, middle, junior-senior high school), geographical stratum, and school size. On average, five teachers per school were asked to participate in the teacher survey.

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[1] In order to deliver a parent questionnaire to those few students who did not attend Survey Day or Orientation Day, the parents were contacted during the prompting follow-up phase and a questionnaire was mailed to them.

[2] Ingels, S.J.; Abraham, S.; Rasinski, K.A.; Karr, R.; Spencer, B.D.; Frankel, M.R. March 1990; NCES 90-466.

As part of a larger mailing, school coordinators received the teacher questionnaires approximately two weeks before the scheduled Survey Day. The packet contained a cover letter, teacher questionnaire, and a study brochure. School coordinators were responsible for delivering the materials to the selected teachers and requesting that they complete and return the questionnaire prior to the scheduled Survey Day. School coordinators were also responsible for collecting the completed questionnaires so that they could be picked up by the NORC representative on Survey Day. Telephone follow-up activities for teachers who did not return a completed questionnaire were conducted by NORC's subcontractor, Westat.

3.3 Base Year School Administrator Survey

For the school survey, the school administrator (principal or other chief administrator) was asked to complete a questionnaire before the scheduled Survey Day. About two weeks before the Survey Day, school coordinators received a school administrator questionnaire packet which contained a cover letter, questionnaire, and study brochure. School coordinators were responsible for delivering the materials to the school administrator. They were also instructed to collect the completed questionnaire on or before Survey Day so that it could be picked up by the NORC representative. After that date, school administrators could mail their completed questionnaires directly to Westat in prepaid business reply envelopes provided for this purpose. Follow-up activities for administrators who did not return a completed questionnaire were conducted by Westat.

Appendix B

NELS:88-Related Data Files Available from the National Center for Education Statistics

Studies and Files Related to NELS:88

In addition to the core sample and survey described in the main text, several other supplemental components were undertaken and data files generated under the auspices of NELS:88. In the base year survey, these included: several state augmentations; a supplement of hearing-impaired students, funded by Gallaudet University; a supplement of Christian schools that are members of the Christian Schools International organization, funded by the Barnabas Foundation; and the NELS:88 Enhancement Survey of Middle Grades Practices, funded by the Office of Research in the Office of Educational Research and Improvement (OERI), through the Johns Hopkins University Center for Research on Effective Schooling for Disadvantaged Students (CDS). The first follow-up wave of NELS:88 also included supplemental components: the state augmentations, continued from the base year; the School Effects Augmentation (SEA), supported by funds from the John D. and Catherine T. MacArthur Foundation, and by NCES; and the Base Year Ineligible study (BYI), also sponsored by NCES. These auxiliary data files greatly expand and enrich the analytic uses of the study.

In the base year, the NCES-sponsored core sample of 1,052 participating schools and 24,599 participating students was increased to 1,242 participating schools and 28,397 participating students, respectively, as a result of the state augmentations and Christian schools supplements. The first follow-up School Effects Augmentation added some 6,400 students to the initial base year retained sample of 21,474 students.

Data for the state augmentations and other supplements discussed below do not appear on the NCES public release files for NELS:88.

Christian Schools Supplement

A sample of Christian schools that are members of the Christian Schools International (CSI) organization was drawn to supplement the NELS:88 base year school sample. The sample was selected from CSI schools with probability proportional to eighth grade size. Two disproportionately large school units were double-sampled. Of the initially contacted 58 schools, 41 schools agreed to participate. (Due to the double-sampling of the two schools, the number of sampling units was 43.) Students, parents, teachers, and school administrators were surveyed. Students completed both the cognitive test battery and the questionnaire during the Survey Days held in their schools. Data from the Christian School Supplement will be made available on a restricted use basis in the fall of 1992.

State Augmentations and Supplements

In an effort to enhance the statistical precision of their state samples, four states sponsored sample augmentations in the base year by adding schools and students in their states. Three of these states also sponsored instrument supplements in the form of additional questions pertaining to policy issues of interest to their states.

Three of the four states which augmented their samples in the base year continued to provide funds in the first follow-up for following and collecting data for the initial base year state augmentation samples which were retained in the first follow-up, and two states continued to sponsor instrument supplements in the first follow-up.

Hopkins Enhancement Survey of NELS:88 Middle Grades Practices

The Survey of Middle Grades Practices enhanced the NELS:88 base year school questionnaire by collecting new information to monitor middle grades reform in the schools attended by NELS:88 eighth graders. The questionnaire for this supplemental survey was designed by the Center for Research on Effective Schooling for Disadvantaged Students (CDS) of the Johns Hopkins University and the data collection was conducted by NORC. The school principals who provided base year information in the NELS:88 school questionnaire were asked to participate in this enhancement survey between late October 1988 and February 1989. The enhancement survey augmented the information in the base year school questionnaire with additional information on school organization, guidance and advisory periods, rewards and evaluations, curriculum and instructional practices, interdisciplinary teams of teachers, transitions and articulation practices, involvement of parents, and other practices recommended for middle grades reform.

Included in the enhancement survey was an alternative version of an item on classroom organization. This item from the Hopkins Enhancement Survey data was appended to the base year school file. It should be noted that the original question on the organization of classroom instruction (see base year school codebook, BYSC18, in the *NELS:88 Base Year School Component Data File User's Manual*) was asked during the 1987-1988 school year, while the correction item was asked during, and references, the 1988-1989 school year.

Past Studies and Data Files Related to NELS:88 Available from NCES

Data from the earlier NCES longitudinal studies--NLS-72 and HS&B--may also be of interest to users of the NELS:88 data. These data sets are of special interest for researchers interested in cross-cohort comparisons between the sophomores of NELS:88 first follow-up (1990) and HS&B base year (1980), and, in the future, comparisons of the 1992 NELS:88 seniors and the HS&B sophomore and senior cohorts in 1982 and 1980, and NLS-72 seniors in 1972.

In addition to the core surveys for HS&B and NLS-72, described in Chapter I, records studies were undertaken, including the collection of the high school transcripts of the sophomore cohort and the collection of postsecondary education transcripts and financial aid data for the seniors. Data files for these studies and other HS&B data, such as parent surveys, school surveys, teacher comments, etc., are described below. Users manuals or other forms of documentation are available from NCES for all the data files. These auxiliary data files greatly expand the analytic capabilities of the core data sets, and researchers are encouraged to become familiar with them.

HS&B Base Year Files

The **Language File** contains information on each student who, during the base year, reported some non-English language experience either during childhood or at the time of the survey. This file contains 11,303 records (sophomores and seniors combined), with 42 variables for each student.

The **Parent File** contains questionnaire responses from the parents of about 3,600 sophomores and 3,600 seniors who are on the Student File. Each record on the Parent File contains a total of 307 variables. Data on this file include parents' aspirations and plans for their children's postsecondary education.

The **Twin and Sibling File** contains base year responses from sampled twins and triplets; data on non-sampled twins and triplets of sample members; and data from siblings in the sample. This file (2,718 records) includes all of the variables that are on the HS&B student file, plus two additional variables (family ID and SETTYPE--type of twin or sibling).

The **Sophomore Teacher File** contains responses from 14,103 teachers on 18,291 students from 616 schools. The **Senior Teacher File** contains responses from 13,683 teachers on 17,056 students from 611 schools. At each grade level, teachers had the opportunity to answer questions about HS&B-sampled students who had been in their classes. The typical student in the sample was rated by an average of four different teachers. Preliminary analyses by NCES indicate that the files contain approximately 76,000 teacher observations of sophomores and about 67,000 teacher observations of seniors.

The **Friends File** contains identification numbers of students in the HS&B sample who were named as friends of other HS&B-sampled students. Each record contains the IDs of sampled students and IDs of up to three friends. Linkages among friends can be used to investigate the sociometry of friendship structures, including reciprocity of choices among students in the sample, and to trace friendship networks.

Merged HS&B Base Year, First, Second and Third Follow-Up Files

The **First Follow-Up Sophomore File** contains responses from 29,737 students and includes both base year and first follow-up data. This file includes information on school, family, work experiences, educational and occupational aspirations, personal values, and test scores of sample participants. Students are also classified in terms of high school status as of 1982 (that is, dropout, same school, transfer, or early graduate).

The **First Follow-Up Senior File** contains responses from 11,995 individuals and includes both base year and first follow-up data. This file includes information from respondents concerning their high school and postsecondary experiences and their work experiences.

The **Second Follow-Up Sophomore File** has all base year, first follow-up, and second follow-up data for 14,825 members of the sophomore cohort. Data cover work experience, postsecondary schooling, earnings, periods of unemployment, and so forth, for the sophomore cohort, who by this time had been out of high school for two years.

The **Second Follow-Up Senior File** encompasses all base year, first follow-up, and second follow-up data for the 11,995 individuals who constitute this follow-up sample. Data cover work experience, postsecondary schooling, earnings, periods of unemployment, and so forth, for the senior cohort, who by this time had been out of high school for four years.

The **Third Follow-Up Sophomore File** includes all base year, first follow-up, second follow-up, and third follow-up data for the 14,825 members of the sophomore cohort. Data cover marriage and family formation, work experience, postsecondary schooling and interest in graduate degree programs, earnings, periods of unemployment, and alcohol consumption for this cohort, who by 1986 had been out of high school for four years.

The **Third Follow-Up Senior File** includes all base year, first follow-up, second follow-up, and third follow-up data for the 11,995 individuals who constitute this follow-up sample. Data cover marriage and family formation, work experience, postsecondary schooling and interest in graduate degree programs, earnings, periods of unemployment, and alcohol consumption for the senior cohort, who by 1986 had been out of high school for six years.

Other HS&B Files

The **High School Transcript File** describes the coursetaking behavior of 15,941 sophomores of 1980 throughout their four years of high school. Data include a six-digit course number for each course taken, along with course credit, course grade, and year taken. Other items of information, such as grade point average, days absent, and standardized test scores, are also contained on the file.

The Offerings and Enrollments File contains school information, course offerings, and enrollment data for 957 schools. Each course offered by a school is identified by a six-digit course number. Other information, such as credit offered by the school, is also contained on each record.

The **Updated School File** contains base year data (966 completed questionnaires) and first follow-up data (956 completed questionnaires) from the 1,015 participating schools in the HS&B sample. First follow-up data were requested only from those schools that were still in existence in the spring of 1982 and had members of the 1980 sophomore cohort currently enrolled. Each high school is represented by a single record that includes 230 data elements from the base year school questionnaire, if available, along with other information from the sampling files (e.g., stratum codes, case weights).

The **Postsecondary Education Transcript File** for the HS&B seniors contains transcript data on dates of attendance, fields of study, degrees earned, and the titles, grades, and credits of every course attempted at each school attended, coded into hierarchical files with the student as the highest level of aggregation. Although no survey forms were used, detailed procedures were developed for extracting and processing information from the postsecondary school transcripts that were collected for all members of the 1980 senior cohort who reported attending any form of postsecondary schooling in the first or second follow-up surveys. (Over 7,000 individuals reported over 11,000 instances of school attendance.)

The **Postsecondary Education Transcript File** for the HS&B sophomores includes transcript data for over 6,000 members of the 1980 sophomore cohort who reported in the follow-up survey that they had attended a postsecondary institution. The data file created for this study included detailed information about program enrollments, periods of study, fields of study pursued, specific courses taken, and credits earned.

The **Senior Financial Aid File** contains financial aid records from postsecondary institutions respondents reported attending and federal records of the Guaranteed Student Loan Program and of the Pell Grant program.

The **Sophomore Financial Aid File** includes data on postsecondary financial aid experiences for 1980 sophomores who attended a postsecondary institution. Financial aid data were collected from federal records of the Guaranteed Student Loan and Pell Grant programs, and GSL disbursement data from guarantee agencies participating in the Guaranteed Student Loan program.

The **HS&B HEGIS and PSVD File** contains the postsecondary school codes for schools HS&B respondents reported attending in the first and second follow-ups. In addition, the file provides data on institutional characteristics, such as type of institution, highest degree offered, enrollment, admissions requirements, tuition, and so forth. This file permits analysts to link HS&B questionnaire data with institutional data for postsecondary schools attended by respondents.

NLS-72 Files

The **NLS-72 Base Year Through Fourth Follow-Up (1979) File** contains data from the base year through fourth follow-up for over 23,000 respondents. Data include school experiences and test results during the base year and subsequent activities related to work, postsecondary schooling, military service, family formation, and goals and aspirations.

The **NLS-72 Fifth Follow-Up File** consists of the results of the fifth follow-up survey, carried out in 1986, when sample members were about thirty-two years old. Data include work experience going back to 1979, postsecondary schooling, extensive family formation history, periods of unemployment, goals and aspirations, and selected attitudes. Records in this file can be linked through student ID to those in the NLS-72 Base Year Through Fourth Follow-Up (1979).

The **NLS-72 Teacher Supplement File** contains the responses of the portion of the fifth follow-up NLS-72 sample who had obtained teacher certification and/or had teaching experience. Data include certification history, subjects taught, years of experience, attitudes toward teaching as a career, and subsequent work experiences of those who had left teaching. These data can be linked through the respondent ID to the NLS-72 Fifth Follow-Up File and to the NLS-72 Base Year Through Fourth Follow-Up File.

The **Postsecondary Education Transcript Study of the NLS-72 Sample** contains transcript data on dates of attendance, fields of study, degrees earned, and the titles, grades, and credits of every course attempted at each school attended, coded into hierarchical files with the student as the highest level of aggregation. Although no survey forms were used, detailed procedures were developed for extracting and processing information from the postsecondary school transcripts that were collected in 1984 for all members of the NLS-72 cohort who reported attending any form of postsecondary schooling in any of the first through fourth follow-up surveys. (Over 14,000 individuals reported over 24,000 instances of school attendance).

Appendix C

National Center for Education Statistics, Longitudinal and Household Studies Branch (LHSB) NELS:88 Publications

Longitudinal and Household Studies Branch (LHSB) NELS:88 Publications

RELEASED ANALYSIS REPORTS.

Hafner, A.; Ingels, S.J.; Schneider, B.; and Stevenson, D.L. ***A Profile of the American Eighth Grader***, June 1990; NCES 90-458.

Hoachlander, E.G. ***A Profile of Schools Attended by Eighth Graders in 1988***, September 1991; NCES 91-129.

Bradby, D. ***Language Characteristics and Academic Achievement: A Look at Asian and Hispanic Eighth Graders in NELS:88***, February 1992; NCES 92-479.

A Profile of American Eighth Grade Math and Science Instruction: NELS:88 Teachers, Schools, and Students, 1992.

NELS:88 Base Year Parent Descriptive Report, 1992.

RELEASED E.D. TABULATIONS.

Rasinski, K.A.; and West, J. ***NELS:88: Eighth Graders' Reports of Courses Taken During the 1988 Academic Year by Selected Student Characteristics***, July 1990; NCES 90-459.

Rock, D.A.; Pollack, J.M.; and Hafner, A. ***The Tested Achievement of the National Education Longitudinal Study of 1988 Eighth Grade Class***, April 1991; NCES 91-460.

RELEASED USER'S MANUALS/TECHNICAL REPORTS.

Ingels, S.J.; Abraham, S.; Rasinski, K.A.; Karr, R.; Spencer, B.D.; Frankel, M.R.; Owings, J.A. ***NELS:88 Base Year Data File User's Manuals***:

STUDENT COMPONENT: March 1990; NCES 90-464*

PARENT COMPONENT: March 1990; NCES 90-466

SCHOOL COMPONENT: March 1990; NCES 90-482

TEACHER COMPONENT: March 1990; NCES 90-484

* contains a codebook with frequency distributions for the full (24,599) 1988 participating cross-sectional sample.

Spencer, B.D.; Frankel, M.R.; Ingels, S.J.; Rasinski, K.A.; and Tourangeau, R. ***NELS:88 Base Year Sample Design Report***, August 1990; NCES 90-463.

Rock, D.A.; and Pollack, J.M. ***Psychometric Report for the NELS:88 Base Year Test Battery***, April 1991; NCES 91-468.

Ingels, S.J.; Rasinski, K.A.; Frankel, M.R.; Spencer, B.D.; and Buckley, P.B. ***NELS:88 Base Year Final Technical Report***, 1990; Chicago: NORC.

Kaufman, P.; Rasinski, K.A.; Lee, R.; and West, J. ***Quality of Responses of Eighth-Grade Students to the NELS:88 Base Year Questionnaire***, September 1991; NCES 91-487.

Ingels, S.J.; Scott, L.A.; Lindmark, J.T.; Frankel, M.R.; Myers, S.L.; and Wu, S. ***NELS:88 First Follow-Up Student Component Data File User's Manual***: April 1992; NCES 92-030.

Ingels, S.J.; Scott, L.A.; Lindmark, J.T.; Frankel, M.R.; Myers, S.L.; and Wu, S. ***NELS:88 First Follow-Up School Component Data File User's Manual***: May 1992; NCES 92-084.

Ingels, S.J.; Scott, L.A.; Lindmark, J.T.; Frankel, M.R.; Myers, S.L.; and Wu, S. ***NELS:88 First Follow-Up Dropout Component Data File User's Manual***: September 1992; NCES 92-083.

FORTHCOMING LHSB NELS:88 REPORTS/E.D. TABULATIONS/USER'S MANUALS.

Ingels, S.J.; Scott, L.A.; Lindmark, J.T.; Frankel, M.R.; Myers, S.L.; and Wu, S. ***NELS:88 First Follow-Up Teacher Component Data File User's Manual***: forthcoming, NCES 92-085.

Rock, D.A., and Pollack, J.M. ED Tab: ***Tenth Grade Cognitive Performance and Gains in Cognitive Performance Since Eighth Grade.*** (Estimated Release Aug. 1992).

Portrait of the At-Risk Eighth Grader (forthcoming, NCES).

NELS:88 Transition Patterns Experienced by Students as They Move from Eighth Grade to Tenth Grade (Estimated Release December 1992).

NELS:88 First Follow-Up Descriptive Summary: statistical profile of the American tenth-grader. (forthcoming, NCES 92-086).

NELS:88 First Follow-Up Final Technical Report

Comparison of NELS:88 1990 Sophomores and HS&B 1980 Sophomores. (Estimated Release September 1992; NCES 92-087).

NELS:88 First Follow-Up Dropout Descriptive Report (Estimated Release September 1992).

Appendix D

Dropout Statistics in the National Education Longitudinal Study of 1988: Definitional and Conceptual Issues in Using NELS:88 First Follow-Up Data to Estimate National Dropout Rates

Introduction.

NELS:88 is a study of critical transitions. One of the most important of the transitions it studies is leaving school prior to high school graduation. In this appendix, we consider the various ways that dropout rates and other key school-leaving and re-enrollment statistics can be calculated from the information provided by the study.

NELS:88 defined dropouts as individuals who had twenty or more consecutive unexcused absences from school, at any time between the student's survey session in the spring term of 1988 and survey session in the spring term of 1990.[1] Despite the specificity of this definition, many different estimates can be obtained from the NELS:88 data, depending on the sample and dropout definitions employed. Each dropout rate calculation has a different meaning and context; each serves an additional purpose; all taken together provide a fuller picture of school retention and school leaving, and can be further related to the many explanatory variables contained in the NELS:88 data set. Below--to point to the possibilities, limitations, and complexities of using the first follow-up data files as a tool of statistical reporting--we illustrate some of the ways in which NELS:88 data can be used to generate dropout statistics.

There are two primary reasons why multiple dropout rates can be computed from the NELS:88 first follow-up data. One reason is sample definition--dropout or stopout rates can be calculated for four distinct NELS:88 populations. A second reason is that a longitudinal cohort approach underwrites two kinds of reporting--a historical tallying of individuals' school leaving and re-entry events, and an assessment of the proportion of the cohort that is out of school at a given time.

Sample Types. The NELS:88 sample can be defined at four levels. The first two of these sample definitions derive from the way the base year survey population is defined, while the third and fourth are grounded in the special characteristics of the first follow-up sample. These sample types, and the different kinds of dropout statistics associated with them, are illustrated in the figure below.

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[1] Much of the discussion of dropout definitions and data sources in this appendix represents an edited version of the paper "National Dropout Statistics From a Longitudinal Cohort Perspective" by Steven Ingels and Leslie A. Scott, which was presented at the American Educational Research Association annual meeting in April of 1991 in Session 7.04.

Figure 1: NELS:88 Sample Types and Dropout Statistics

Sample Definition	Statistic
NELS:88 Eighth-Grade Eligible Cohort Note: undercoverage bias; five percent of potential base year sample excluded	**Cohort Dropout Rate**: Proportion of Sample Members in School in spring term 1988 Not Enrolled spring term 1990
Note: longitudinal analyses use the panel weight (F1PNLWT) 1987-88 eighth grade sample members who were retained in the first follow-up 1988	**Cohort Stopout Rate**: Proportion of cohort members in school in spring term 1990 who had at least one dropout event since spring term
NELS:88 Eighth Grade Expanded Cohort	**Expanded Cohort Dropout Rate**:
Note: virtually full coverage of 1987-1988 eighth grade population. Note: analyses use expanded sample weight. (not available on public use file)	Proportion of 1988-eligible and 1988-ineligible eighth graders out of school in spring term 1990.
NELS:88 First Follow-Up Cross-Sectional (1990) Sample.	**Combined First Follow-Up Dropout-Stopout Rates.**
All first follow-up 1990 sample members; combines 1988-eligible eighth-grade cohort and 1990 tenth-grade freshened sample. Note: analyses use F1QWT.	School-leaving statistics for longitudinal and freshened cohort as of spring 1990.
NELS:88 Sophomore Cohort Sample.	
Representative tenth-grade sample of students in the spring term of 1990. Differs from 1990 cross-sectional sample in that dropouts and out-of-sequence (< or > G10) students are excluded. This sample is comparable to the HS&B 1980 sophomore cohort and should be used for 1980-1990 trend analyses. Note: analyses use F1QWT.	No first follow-up dropout rate can be calculated for the NELS:88 sophomore cohort, although some stopout statistics can be generated.

It may be useful, however to further explain these distinctions between the four sample types, and between a time-specific cohort dropout statistic and the historical accounting of dropout spells.

The Four Sample Types. (1) **NELS:88 Eighth-Grade Cohort**. The first level of sample definition for dropout reporting in NELS:88 consists of the 1988-eligible participants from the first follow-up retained subsample of the base year eighth-grade cohort. There is some population undercoverage in this sample. Correction for undercoverage biases can be obtained through the expanded sample described below.

(2) **NELS:88 Eighth-Grade Expanded Cohort**. The eighth grade expanded cohort encompasses both base year eligible and ineligible students (the 94.66 percent of the potential sample that was deemed capable of participation and the 5.34 percent of the sample that was deemed incapable of completing the survey instruments and therefore ineligible), and encompasses both participants and nonparticipants (school enrollment and demographic data have been recorded for individuals regardless of whether they completed a NELS:88 student questionnaire). The appropriate data and weights for generating expanded cohort statistics are not included on the public release files. The expanded cohort NELS:88 data have, however, been used to generate nationally-reported dropout rates.[2]

(3) **NELS:88 First Follow-Up (1990) Sample**. The first follow-up sample comprises a representative subsample of 1987-88 eligible eighth graders (sample type [1] above). However, this longitudinal cohort has been freshened (to provide full tenth grade representativeness) by 1989-90 sophomores who were not in eighth grade two years ago and hence had no chance of selection into the baseline survey. A further distinction relevant to calculating dropout statistics then is whether students from the freshened sample who drop out in the course of tenth grade are to be included in first follow-up dropout rate estimates. While panel statistics cannot be generated for the freshened students, their enrollment status in 1990 can be viewed cross-sectionally.

(4) **NELS:88 Sophomore Cohort Sample**. By removing dropouts and out-of-sequence (enrolled in a grade other than grade ten) student cases from the sample, one obtains a representative sample of high school sophomores in the United States in the 1989-90 academic year. This sample is fully comparable to the High School and Beyond Sophomore Cohort base year sample of 1980, and provides cross-cohort comparisons to HS&B. However, there are by definition no dropouts in this sample. The only school-leaving statistics derivable for this group are therefore historical (that is, a stopout episode [a temporary spell of dropping out] experienced by a freshened student in the course of tenth grade or by an eighth grade cohort member between the base year survey and the spring term of 1990). On the other hand, the sophomore cohort, like the eighth grade cohort, will provide the basis for a cohort dropout rate in 1992 when the second follow-up measures the proportion of 1990 sophomores still in school two years later.

SCHOOL-LEAVING AND SCHOOL RETENTION RATES: Stopout Events and Cohort Dropout Rates. A second broad factor that licenses different ways of calculating school-leaving statistics is that the NELS:88 data capture both dropout event histories, and dropout status at defined intervals. Events and statuses are analytically distinguishable. Moreover, NELS:88 captures both events and statuses from a longitudinal cohort perspective, thus bringing school enrollment statuses and events into relation with individual-level change over time.

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[2] See, for example, P.Kaufman, M.M.McMillen, S.D.Whitener, Dropout Rates in the United States: 1990. 1991. Washington, D.C., National Center for Education Statistics. (NCES 91-053).

Frase[3] notes that event, status, and cohort dropout rates are the three kinds of statistics normally used to gauge the different facets of dropping out. She helpfully sets out the three distinctions as follows.

Event rates point to how many students leave school each year. The event dropout rate indicates (typically, by grade) the proportion of students who leave school prior to completion in a single academic or calendar year.

Frase (op. cit.) notes that status dropout rates tend to be higher than annual event rates and give a truer reading of the magnitude of the dropout problem; they measure "the proportion of the population who have not completed high school and are not enrolled at one point in time, regardless of when they dropped out." Finally, cohort dropout rates measure what happens to a cohort over an extended time period. These distinctions may be viewed in the context of NELS:88, the basic approach of which is to follow the same individuals (or cohort members) over time.

In terms of the event definition, while it is true that we speak of tallying dropout events in the NELS:88 data, the NELS:88 usage is tied to the concept of a longitudinal cohort which records re-entry and stopout events as well as school-leaving. One could attempt to use NELS:88 dropout-stopout data to generate an annual event rate but it is not the purpose to which the data are best suited.[4]

In terms of a status definition, NELS:88 provides a critical school enrollment status measurement of a longitudinal cohort at two year intervals. The first follow-up in fact also ascertains enrollment status at two intermediate points in time:

1. During the tracing phase of the study (spring 1989, when 99% of eighth grade cohort members were successfully traced and their enrollment status ascertained).
2. Autumn school contacting (the fall 1989 school visit during which verifying of school enrollment was performed and freshening samples were drawn).

Because NELS:88 is a longitudinal study, it accommodates the fact that statuses can change. If dropout status recorded at an earlier phase had changed to a re-enrollment status by phase three (that is, spring term of 1990), the earlier dropout designation was re-classified to reflect "stopout" status--that is, a temporary dropout episode on the part of the sample member.

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[3] M.J.Frase, Dropout Rates in The United States: 1988, 1989, Washington, D.C.: U.S. Department of Education, NCES 89-609.

[4] For example, one could derive the rate at which students dropped out of tenth grade (with the caveat that some students drop out of tenth grade after their spring term survey session) by looking only at dropout events that occurred in 1989-90 (using the variable on the dropout questionnaire that indicates month and year of last school attendance), by including both freshened and eighth grade cohort students, and by excluding from the analysis any students in grades other than grade ten. However, since no freshening was done on the longitudinal sample in 1988-89, there is no representative ninth grade sample to form a basis for estimating ninth grade dropout rates.

Indeed, the distinctive feature of the NELS:88 design is that it is a grade-based[5] longitudinal cohort approach to identifying and studying dropouts--both to estimating their numbers, and to investigating the antecedents and consequences of dropping out. There are, to be sure, alternative--non-longitudinal--means of estimating cohort dropout rates. For example, one may combine an annual event dropout statistic across grades to provide a cumulative dropout-retention or "synthetic cohort" estimate. However, many dropouts re-enroll, and some students drop out more than once; annual event rates, even when viewed cumulatively across grade spans, do not fully accommodate this fact. It is this power to monitor changing statuses and to amass histories of individual school-leaving and re-entry events that marks the longitudinal cohort approach.

In sum, longitudinal cohort enrollment status data provide information about the incidence and timing of two critical transitions: the decision to leave school, and the decision to return to school, and provide as well more general information on persistence in schooling. The longitudinal cohort focus enables one to say how many school leavers eventually return to school, and how many students who return eventually complete school or earn alternative credentials.[6] The longitudinal cohort approach, then, registers both dropout events and statuses, transforming changes of status into a record of dated past events, thus producing both status and event history statistics.

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[5] Cohorts most often are defined by age, or by grade; the NELS:88 cohorts are defined by grade, although grade in school is associated with a limited range of ages. (Most eighth graders [62%] turned 14 in 1988 though over 31 percent were born in 1973 and 5.5 percent were born in 1972 or before.) In particular, NELS:88 is concerned with what happens to each of three grade-defined (eighth grade, tenth grade, twelfth grade) nationally-representative cohorts over time. In contrast, the HS&B sophomore cohort provides only a tenth-grade representative sample. Since the HS&B sophomore cohort was not freshened when cohort members were resurveyed as seniors in 1982, the cohort is not representative of 1982 high school seniors and understates the degree to which 1982 seniors dropped out (twelfth graders who were not in tenth grade two years before were not represented in the study). However, the HS&B approach generated a sample of 1980 sophomores who were retained as sophomores, juniors, or seniors and graduated late (or not at all).

[6] Results from the High School and Beyond fourth follow-up are not yet available; the latest wave of HS&B sophomore cohort data collection will take place early in 1992. HS&B third follow-up (1986) data, however, indicate that within four years the time that HS&B students in the normal progression had completed high school, 46 percent of the cohort dropouts had also completed a diploma course, or had completed a GED. (See Frase, 1989, for further details.) This suggests that a goodly number of those who leave school eventually return and obtain secondary schooling qualifications. However, NELS:88 will be far better able to estimate the proportion who return than was HS&B, since HS&B missed early dropouts altogether; the school completion propensities of individuals who leave school before the end of the sophomore year are entirely unknown.

I. DROPOUT STATISTICS IN NELS:88

1. Definitions

Dropouts may be differently defined for different purposes. The particular definition that is chosen matters importantly both to estimation of dropout rates, and to causal modeling of dropout phenomena. NELS:88 defines dropping out in a standardized way while simultaneously embodying distinctions that permit flexibility in classifying kinds of dropouts and in generating estimates that may be compared to other data sources. In the NELS:88 first follow-up, the following dropout definition was employed:

1. a dropout is an individual who, according to the school (if the sample member could not be located), or according to the school and home, is not attending school (that is, has not been in school for four consecutive weeks or more and is not absent due to accident or illness)

2. a student who has been in school less than two weeks after a period in which he or she was classified as a dropout should be administered the dropout (rather than the student) questionnaire; all other in-school stopouts should be administered the student questionnaire

As in HS&B, dropout status was double-confirmed, since schools oftentimes mistakenly classify transfer students as dropouts; households can readily supply information about transfer status, which in turn can be confirmed by the destination school. Less often, dropouts are incorrectly labeled as transfers. Since the NELS:88 methodology requires transfers too to be followed, absence at the supposed destination school triggers further inquiry into the sample member's whereabouts and enrollment status.

2. NELS:88 First Follow-Up Dropout Rates

In the discussion below, we consider NELS:88 dropout statistics from four broad sample perspectives. First, we report panel statistics for the 1988-eligible eighth grade cohort. Data on the dropout, stopout, and truancy status of the first follow-up eighth grade cohort are reported in two tables:

Table 1: spring 1990 enrollment status for panel members
Table 2: spring 1990 panel enrollment status by key characteristics

Dropout rates are presented with breakdowns (Table 2) by such key characteristics as race, sex, socioeconomic status, and cognitive test results.

Second, we generate panel statistics for the expanded eighth grade cohort, that is, the sample of 1988 eligible and ineligible students. Dropout data are summarized for this group in a single table:

Table 3: expanded eighth grade cohort spring term 1990 dropout rates

Third, we examine the dropout, stopout, and truancy status of the full first follow-up sample (that is, of the eighth grade cohort two years later, regardless of grade; and of the freshening sample of tenth graders added to the NELS:88 sample in the first follow-up). These results are reported in a further pair of tables:

Table 4: spring 1990 enrollment status of full NELS:88 sample
Table 5: full sample enrollment summary by key characteristics

Fourth, we examine the school-leaving (recorded stopout episodes) and (using chronic truancy as an example) dropout risk factor statistics that can be generated for the NELS:88 sophomore cohort (the HS&B-comparable sample of enrolled spring 1990 tenth graders) in a final table:

Table 6: stopout/truancy status for NELS:88 sophomore cohort by key characteristics, with a comparison to the first follow-up full sample

First, then, let us look at panel statistics for the eighth grade cohort, as we attempt to measure how many remain in school two years after the base year.

A. EIGHTH-GRADE COHORT DROPOUT RATE: PANEL

The 1988-eligible cohort dropout rate is computed with the panel weight (F1PNLWT). At this time, the NELS:88 first follow-up public release files contain data only for members of the 1988-eligible sample, a significant subset of whom are panel participants. Hence the defined sample for the panel-based cohort dropout rate is the 17,424 members of the eighth-grade cohort who were retained for the first follow-up and who completed a questionnaire in both the 1988 baseline and the 1990 follow-up survey. The sum of the panel weights is 3,007,812; the weights project to the population of 1987-88 eligible eighth graders two years later.

The cohort dropout rate is a status count of the proportion of eligible base-year eighth graders who are out-of-school two years later. It is not designed to capture the sum of dropout events during the reference period. Dropout events that took place between the baseline measurement and the follow-up two years later do not enter into the calculation of the dropout rate if the individual was in school both in the spring term of 1988 and the spring term of 1990. However, the "stopout" and "multiple episode dropout or stopout" distinctions that are embodied in the NELS:88 data do capture (though imperfectly) the dropout spells that are confined to periods between the two measurements. The cohort dropout rate is also a slightly conservative estimate of the extent of school leaving in the sense that it understates the number of individuals who drop out in the course of the tenth grade. Survey sessions were held as early as January of 1990. The dropout status of a student who dropped out after survey day but before the end of the spring term might not be detected until the second follow-up, when the sample member would again be pursued for test and questionnaire completion, and that individuals' transcripts would be collected as well. Finally, the cohort dropout rate will be slightly conservative from the point of view of some alternative sources of information that apply a more stringent definition of what it is to be in school. The NELS:88 first follow-up counted as "in school" any sample member who was receiving academic instruction, whether in a school, at home, an alternative program, or an institutional setting.

TABLE 1: Weighted enrollment status rates for panel members, NELS:88 first follow-up spring term 1990

	dropout
(A) Cohort dropouts:	**6.1%**
(Standard Error of Measurement)	(0.480)
	stopout
(B) Cohort members enrolled spring 1990 but with at least one dropout event 1988-90	**.8%**
(Standard Error Of Measurement)	(0.116)
	total
(A) + (B) (dropouts plus stopouts)	**6.9%**

(A) depicts the percentage of the longitudinal cohort who were in school in the spring of 1988 but out of school in the spring of 1990. This statistic was produced using the first follow-up panel weight (F1PNLWT) in conjunction with the dropout questionnaire completion flag F1QFLG. (Essentially similar results could be obtained by using F1PNLWT and the G10CTRL variable[7] [a subset--amounting to 765 cases--of the 1,043 cases identified as "not enrolled in school" meet the panel membership criteria] or the F1DOSTAT composite--while F1DOSTAT can be used to identify both dropouts and stopouts, it was used only to identify stopouts in computing the example above.)

(B) depicts the percentage of the longitudinal cohort who were not counted in the cohort dropout rate because they were in school in the spring of 1990, but had had one or more episodes of dropping out between their spring term 1988 survey day and their spring term 1990 survey day. NELS:88 probably underestimates the number of stopout episodes. Despite checks at three time points over a two year period, brief dropout spells at other time points during the reference period may be missed. Hence the .8 percent of the sample identified as students who have had a dropout episode since eighth grade should be regarded as a conservative estimate. This statistic was produced using F1PNLWT and F1DOSTAT (3 = sample member dropped out of school at one time, but returned to school).

The cumulative weighted rate for A plus B--6.9 percent--is the percentage of persons in the longitudinal cohort (1987-88 eighth graders) who have ever dropped out (that is, had dropout episodes between 1988 and 1990) regardless of their enrollment status in the spring of 1990. A plus B does not sum to the total of dropout events, however, because some individuals may have dropped out of school more than once in the two year period. A plus B sums solely to the number of individuals with (one or more) dropout episodes within the reference period.[8]

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[7] The results will be essentially similar but need not be identical if one takes missings out of the G10CTRL variable. Thus lowering the base number will result in a very slight increase in the apparent dropout rate. Also note that percentages in this appendix were calculated using C-Tab; different rounding conventions in SPSSx or SAS may produce very slightly different percentages from those reported here.

Note that the cohort dropout rate does not represent the rate of attrition between eighth grade and tenth: some students do not reach tenth grade in the modal progression yet remain in school. Out-of-sequence members of the eighth-grade cohort are generally unlikely to complete high school on time and are thought to be at increased risk of dropping out. One should also note that the proportion of the cohort out of school might be larger had NELS:88 begun earlier (say as a birth cohort, or a sixth grade cohort) since some students drop out prior to eighth grade.

Further panel statistics--specifically, dropout, retention, and chronic absenteeism (absent more than one month in the first half of the school year) rates--are depicted in Table 2.

B. EIGHTH GRADE COHORT DROPOUT RATE: EXPANDED PANEL

This dropout rate is computed with the expanded sample weight. Therefore the sample is the 19,646 members of the eighth-grade cohort who were retained for the first follow-up and the subsample of base year ineligible students (N=653). The dropout rate was projected from all first follow-up sample members for whom enrollment and demographic information was successfully collected (N=19,587). Weights were adjusted for final non-response. The sum of the weights is 3.166 million; thus the weights project to the population of 1987-88 eligible and ineligible eighth graders two years later, allowing for attrition by death and for being out of scope for the first follow-up by virtue of being outside the United States.

The expanded sample cohort dropout rate is conservative, that is, the actual rate may be slightly higher either within its own definitional terms or from the perspective of alternative definitions. This is so for the three reasons explained in A (above) -- namely, (1) that the cohort dropout rate measures the proportion of sample members who are out of school two years later, not the total number who have ever (that is, since the baseline measurement) dropped out; (2) because tenth grade school-leaving is subject to undercounting (some tenth grade dropouts leave school after data collection and are not "discovered" until the next round); and (3) because NELS:88 defined "in school" quite liberally--a more conservative definition of in-school status would produce a higher dropout count.

The table below (which uses the same data that appears in Table 8 in Kaufman, McMillen and Whitener, 1991) gives an overall dropout rate for the NELS:88 eighth-grade cohort, and breakdowns by gender, race-ethnicity, base year school urbanicity, base year school census region, and eighth grade school control type. (Standard Errors of Measurement for all tables are given in a special section that follows the text of this appendix. It is important to consult these tables; a few estimates--particularly those pertaining to American Indians--have high standard errors).

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[8] Individuals with multiple out-of-school spells are flagged in F1DOSTAT (=5) and out-of-school episodes are recorded in variables F1DRPS89, F1DRPF89, and F1DRPS90. For further detail, see the description of these variables in the addendum.

TABLE 2: Spring term 1990 school engagement status of eligible eighth-grade cohort by key characteristics

(Based on F1PNLWT; N=17,424; Sum of Weights = 3,007,813; SEs in Addendum A)

	retention rate	dropout rate	stopouts	chronic absentees
Total:	93.95	6.05	0.81	4.70
SEX	currently in school	current dropout	stopouts	chronic absentees
M	93.72	6.27	0.87	3.54
F	94.17	5.82	0.75	5.87
RACE	currently in school	current dropout	stopouts	chronic absentees
Asian/PI	96.94	3.06	0.37	2.90
Hispanic	90.76	9.24	1.53	6.75
Black	89.97	10.03	1.14	4.43
White	95.11	4.89	0.63	4.45
Am.Ind./AN	89.51	10.48	2.68	9.90
Socioeconomic Status:				
SES QUARTILE	currently in school	current dropout	stopouts	chronic absentees
lowest	85.17	14.83	1.43	6.31
middle	95.30	4.70	1.09	4.82
middle	96.28	3.72	0.47	5.25
highest	98.37	1.63	0.31	2.60
Base Year Test Quartile (BYTXQURT)				
	currently in school	current dropout	stopouts	chronic absentees
lowest	86.66	13.34	1.08	5.52
middle	93.23	6.77	1.46	5.60
middle	97.04	2.96	0.46	3.96
highest	99.55	0.45	0.32	3.40

TABLE 3: **NELS:88 eighth-grade expanded cohort dropout and retention rates, as of spring term 1990**

Selected Characteristics	Cohort dropout rate	School retention rate
	(percent)	
Total	6.8	93.2
Sex		
Male	7.2	92.8
Female	6.5	93.5
Race-ethnicity		
Asian/Pacific Islander	4.0	96.0
Hispanic	9.6	90.4
Black, non-Hispanic	10.2	89.8
White, non-Hispanic	5.2	94.8
American Indian/A.N.	9.2	90.8
Community type of 1988 school		
Urban	8.9	91.1
Suburban	5.4	94.6
Rural	7.1	93.0
Census region of 1988 school		
Northeast	5.9	94.1
Midwest	5.5	94.5
South	8.9	91.2
West	5.8	94.2
Eighth Grade School Control Type		
Public	7.6	92.4
Catholic	1.3	98.7
Private, nonsectarian	0.5	99.5
Private, religious (affiliation other than Catholic)	0.4	99.6

Note: For race-ethnicity, not shown separately are 434 persons whose race-ethnicity are unknown. Standard errors for this table are provided in Addendum A.

C. SCHOOL ENGAGEMENT STATUS OF 1990 CROSS-SECTIONAL SAMPLE

The status of the entire NELS:88 sample as of the spring of 1990 can be viewed cross-sectionally. However, the population that is described in such statistics is somewhat peculiar. It includes the entire eighth grade cohort, most of whose members are in tenth grade, but some of whom have dropped out, and others of whom are in other grades. It includes also a freshening sample of individuals who were high school sophomores as of the first day of the autumn term in 1989.[9] Some of these individuals (indeed, a comparatively large proportion) dropped out between the first day of fall term 1989 and their scheduled spring term 1990 survey session. These individuals, however, have been followed for a few months, as contrasted to the eighth grade cohort, which has been followed for two years. Thus ninth and tenth grade dropout events are included for the eighth grade cohort members, but only tenth grade dropout events enter into the rates presented in Table 4. The full-sample statistics below are not generalizable to sophomores as a whole, since non-sophomores are included. Nor are the statistics generalizable to the eighth grade class of 1988, since individuals who were not eighth graders two years before are included.

It is nevertheless of interest to measure the number of freshened tenth graders who drop out; their numbers, added to the attrition in the eighth grade longitudinal cohort, give a truer picture of the number of dropouts missed in an HS&B-type design with a spring term tenth grade starting point.

In general, dropouts from the 1989-90 sophomore freshening sample can be viewed in one of three ways. First, they might be looked at in isolation, as a separate 1990 population of interest (out-of-sequence tenth graders who drop out). Second, they might be looked at in conjunction with all other autumn term sophomores--this group contributes to a 1989-90 sophomore year dropout rate. Third, they can be included in cohort dropout statistics in 1992, if the NELS:88 sophomore cohort is defined as all students enrolled in tenth grade as of the first day of the 1989 fall term. Of course, this is an alternative to the HS&B-comparable definition of the NELS:88 sophomore cohort, which is anchored in student status as of the spring term.

A few comments on these four categorizations--cohort dropouts, cohort stopouts, freshened sample dropouts or stopouts, and longterm or chronic absentees--may be helpful in interpreting the numbers presented above.

Dropouts and stopouts from the population of 1987-88 eighth graders (i.e., A. + B.) comprise the members of the longitudinal cohort who have ever (assuming an eighth grade starting point for this measurement) dropped out.

The category of **freshened school-leavers** (C.) reflects the school enrollment history of tenth grade freshened students over a generally brief but somewhat variable period of the sophomore year (that is, between sample freshening, when all freshened students were enrolled in school, and which was tied to enrollment as of the first day of the autumn term in 1989; and data collection, which took place as early as January of 1990 but more typically in February or March). There were 1,043 eligible freshened students. A strikingly large proportion (about 17%) of the freshened students left school in the several months that they

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[9] Another category of students of special interest from the perspective of examining dropouts is that of eighth graders who fall behind the modal grade progression (or were out of the country in 1987-88). While presumably this group is at higher risk of dropping out of school, those who nevertheless persist, never drop out and do gradaute, but take longer to complete their secondary schooling and fail to graduate with their peers, are of special note. Conceptually these students are analogous to the freshened sophomores, who are also students who fall outside their cohort's modal grade progression.

TABLE 4: **1990 enrollment status of full NELS:88 sample**
(Expanded Sample Not Taken Into Account)

	dropout rate
A. **Dropouts**	**6.86%**
(Standard Error of Measurement)	(0.448)
B. **Stopouts** (sample members with one or more stopout episode, not included in A	**.84%**
(Standard Error of Measurement)	(0.116)
C. (A. + B.) **Dropouts and stopouts**	**7.70%**
D. **Chronic truants**	**4.70%**

Notes: These dropout rates are based on the use of the basic first follow-up cross-sectional nonresponse adjusted weight (F1QWT) with the dropout questionnaire completion flag (F1QFLG = 2). (Stopout events were identified through F1DOSTAT (=3 or F1DOSTAT=5 and F1QFLG=1). These statistics reflect the entire NELS:88 1990 sample--eighth-grade cohort members and tenth grade freshened students (unweighted N=19,264; weighted N=3.175 million). Because some longitudinal cohort members are out of sequence (dropouts, grade-retained, and those who skipped grades) these estimates are not generalizable to tenth graders in the United States in the 1989-90 school year. The population projected to for these results includes the panel for cohort dropouts and students (that is, projects to 3,007,813), but includes freshened students as well, expanding to project 3,175,250 individuals. However, these estimates do not include the proportion (5.34%) of the base year cohort who were declared ineligible for the survey.

were followed by the study; eighteen percent were either 1989-90 dropouts or stopouts. The high school leaving rate for this group is unsurprising. Most freshened students were not in eighth grade two years ago because of grade retention. Most freshened students also are overage, and of an age now to legally leave school.

NELS:88 offers the possibility of combining and recombining various elements to generate dropout statistics that match other sources. One could view these freshened dropouts not as part of the 1988-90 dropout measurement but as part of the 1990-1992 measurement. However, to do so would provide a dropout rate that would not be usable for 1982-1992 trend comparisons with HS&B for the simple reason that HS&B in 1980 included no dropouts. Rather than defining its sophomore cohort with reference to the first day of the fall term in 1979, HS&B defined the sophomore cohort with reference to spring term 1980. HS&B specifically classified all tenth graders who were drawn into the sample and dropped out prior to survey day as ineligible for the study. It should be recalled that these freshened students dropped out prior to their spring term survey days; all other students who dropped out in this reference period are counted as first follow-up dropouts. So, for some purposes, one may wish to view these individuals as first follow-up dropouts. If the freshened students who dropped out in the tenth grade prior to survey day are added to the eighth-grade cohort dropout rate, the NELS:88 first follow-up dropout rate increases by over a percentage point. Again, data users are cautioned that the full first follow-up sample is a hybrid of an eighth grade cohort sample two years after its formation and a representative tenth grade sample, and that extreme care must therefore be taken in differentiating its overall characteristics from those of such populations it contains as a representative eighth grade sample in 1988, a representative subsample of 1988 eighth graders two years later, and a representative sample of sophomores in 1990. Data users should be fully aware of the caveat that any dropout statistics based on the full first follow-up sample will not generalize to a pure population. Such statistics will reflect cohort school-leaving events and spells for two school years, sample members who are in tenth grade and others who are not, and tenth grade 1989-90 dropout events and statuses for individuals not in the eighth grade cohort and missing 1988-89 data.

The category of **chronic truants** or longterm absentees--D (Table 4) comprises all NELS:88 1989-90 sample members (both the longitudinal cohort, and freshened students) who are self-reported as chronically absent, based on item 13 of the student questionnaire which reports absences for the first half of the school year. Specifically, these students were absent more than a month (21 or more school days) in the first half of the 1989-90 school year. If a lesser cutoff point were used (say, absent more than three weeks, that is, 16 or more school days), then 7.7 percent of the sample could be viewed as chronic absentees; or if the criterion "more than two weeks" were used, 14.6 percent of the sample could be viewed as chronic absentees.

The NELS:88 first follow-up item did not ask about consecutive absences, nor about unexcused absences, and is therefore not a wholly reliable guide to which students are at higher risk for dropping out as opposed to students making normal progress who may have had one or more lengthy illnesses. (Nevertheless, it is likely that there are some "hidden stopouts" in the 4.8 percent of the student population who missed more than a month in the first half of the year.)

School Engagement Status: 1988-90 Panel and 1990 Cross-Section. Table 5 shows dropout rates for the 1990 cross-sectional sample (longitudinal cohort, including base year nonparticipants who participated in the first follow-up, and tenth grade freshening sample) by sex, race, socioeconomic status, and base year test quartile.

TABLE 5: 1990 school enrollment status summary by key characteristics for all first follow-up sample members

(Based on F1QWT; Participant N=19,264; Sum of Weights=3,175,250)

selected variables:	currently in school	current dropout
ALL:	**93.14**	**6.86**
SEX:		
M	92.85	7.15
F	93.44	6.56

RACE	currently in school	current dropout
Asian/PI	96.91	3.08
Hispanic	90.11	9.89
Black	89.17	10.83
White	94.36	5.64
Am.Ind./AN	88.31	11.69

SES	currently in school	current dropout
lowest	83.99	16.01
middle	94.23	5.77
middle	96.28	3.72
highest	98.28	1.72

Base Year Test Quartile (BYTXQURT)

	currently in school	current dropout
lowest	87.22	12.78
middle	93.41	6.59
middle	97.18	2.82
highest	99.55	0.45

Note: Standard errors for all estimates are provided in Addendum A.

D. THE NELS:88 SOPHOMORE COHORT

The NELS:88 sophomore cohort--if defined to parallel the HS&B sophomore cohort of 1980--may be viewed as all members of the eighth grade cohort and sophomore freshening sample enrolled in school as of their school's survey session in the spring term of 1990. Cohort dropout status statistics cannot be produced for the NELS:88 eighth grade cohort in 1988 considered cross-sectionally, nor for the sophomore cohort in spring term of 1990; cohort dropout rates arise from longitudinal measurement. Although a condition of grade-defined cohort membership at these specified time periods is in-school status, the biographies of some sample members contain past dropout events. To the extent that these have been recorded by the study, stopout rates can be produced. Also, of course, information can be gathered about risk factors--circumstances and tendencies that increase the likelihood the sample member will not complete school. In Table 6, we display stopout statistics for the NELS:88 sophomore cohort, as well as statistics for this group for one important dropout risk factor or predictor, high absenteeism (specifically, self-reports of being absent more than one month in the first half of the 1989-90 academic year). Solely for the purpose of demonstrating the difference in these numbers, we also show the stopout and truancy rates for the entire first follow-up sample. To use the cross-sectional questionnaire completion weight (F1QWT) without removing from one's calculations those students who are not enrolled in tenth grade changes most estimates. In order to generalize about tenth graders in the United States in the 1989-90 school year, non-sophomores must be removed from the analysis.

An alternative definition of the NELS:88 sophomore cohort is produced when membership in tenth grade as of the first day of the autumn term is used as the reference point. While this definition is not compatible with the HS&B definition, it may be a useful way of construing the cohort for some purposes.

II. NELS:88 Dropout Definition and Dropout Rate Estimates: Comparability To Other Statistical Sources

It is useful to ask in what ways NELS:88 first follow-up dropout rate statistics are like or unlike estimates from other data sources. To this end, we briefly compare definitions, methods and results of the first follow-up to three other sources: the Current Population Survey, administrative records sources, and High School and Beyond.

Bureau of the Census Current Population Survey (CPS). The Current Population Survey (CPS) is paradigmatic of the traditional event dropout approach, which records the proportion of students enrolled one year ago who have since dropped out of school. Each year, the CPS calculates the proportion of dropouts during the twelve-month period from October of one year to October of the next (Kominski, 1990), and is thus a rich (indeed, the sole) source of national annual time-series data.

The sample sizes for purposes of dropout estimation are not large and allow for only limited subgroup estimates even at the national level. The time frame differences between NELS:88 and CPS -- "spring term" versus October -- are important in two ways. First, the CPS time period is much narrower and more specific, and second, the measurement occurs at the opposite end of the academic year. Apart from the difference between beginning-of-year and end-of-year enrollments, estimates derived from the broad reference periods of NELS:88 (e.g., spring term 1990) may not correspond to estimates generated from a narrower reference period (say October 1990). In addition, while an annual measurement can be derived from NELS:88, its design has invested more heavily in producing the most accurate possible biennial measurement.

TABLE 6: NELS:88 first follow-up stopout/chronic truant status summary for full first follow-up sample and NELS:88 sophomore cohort, by key characteristics

	All first follow-up sample members (Based on F1QWT; Participant N=19,264 Sum of Wts.=3.175 million)		**NELS:88 sophomore cohort** (all sample members enrolled in tenth grade, spring term 1990; Based on F1QWT; Participant N= 17,544; Sum of Wts. = 2.823 million)	
	stopout	absent student	stopout	absent student
ALL:	0.84	4.84	0.80	4.84
SEX:				
M	0.91	3.62	0.87	3.41
F	0.77	6.08	0.72	6.26
RACE	stopout	absent student	stopout	absent student
Asian/PI	0.32	2.91	0.34	2.80
Hispanic	1.83	7.60	1.82	8.30
Black	1.16	4.60	1.25	4.71
White	0.60	4.49	0.58	4.40
Am.Ind./AN	2.40	8.27	0.83	9.03
SES	stopout	absent student	stopout	absent student
lowest	1.42	6.31	1.39	7.06
middle	1.06	4.82	1.03	4.60
middle	0.51	5.04	0.53	5.06
highest	0.29	2.52	0.27	2.34
BY Test Quartile (BYTXQURT)				
	stopout	absent student	stopout	absent student
lowest	1.05	5.38	0.93	5.84
middle	1.44	5.57	1.52	5.52
middle	0.44	3.98	0.35	3.80
highest	0.32	3.23	0.32	3.23

Note: Standard errors for all estimates are provided in Addendum A.

Both CPS and NELS:88 place some reliance on household proxies, although the methodologies are very different. NELS:88 double-confirms status as reported by the school with the household, then (normally) directly interviews the dropout. Sometimes in HS&B and NELS:88 household members have vehemently denied that their child met the study's dropout definition, yet school records, teachers, and school principals have conclusively established that the parent's denials were mistaken. (Oftentimes too, NELS:88 students reported as dropouts by schools have turned out to be, on the basis of our follow-up to household reports, transfer students, not dropouts.) It is not clear whether any significant amount of social desirability bias attaches to household proxy reports of enrollment status, either in general or differentially for selected ethnic-racial groups, or to what degree estimates might be affected. Far too little research has been done in this area, although Mohadjer, Brick and West (1990)[10] report deriving smaller dropout estimates from household interviews than from youth interviews, particularly with regard to event dropout rates (less so for status dropout rates), and for younger dropouts (in contrast to older dropouts).

While CPS and NELS:88 employ different methodologies to provide different sorts of dropout statistics--an annual event rate in the one case, and a longitudinal cohort measurement in the other--results of the two studies should be highly complementary even when not directly comparable. For example, both CPS time series data and HS&B-NELS:88 cross-cohort data should measure aspects of the same enrollment trends over time. For further information on the uses of CPS data in dropout rate estimation, see Kominski, 1990.[11]

Administrative Records Sources. In general, household surveys such as the Current Population Survey and school-based longitudinal studies such as HS&B and NELS:88 supply a validity check for estimates produced from administrative records sources. While CPS and the NCES national education longitudinal studies of high school cohorts provide very powerful national estimates, neither supplies local needs for detailed state and district-level information. Because of the lack of uniformity in the way that dropout information is collected and the variation in definitions employed, administrative records sources generally cannot be used to produce national or regional estimates comparable to HS&B or NELS:88 data. However, the NCES annual universe survey of state education agencies--the Common Core of Data--has been working to develop a uniform dropout definition which could be used to generate meaningful national statistics from state records systems. The Common Core of Data expects to be able to collect uniform dropout statistics in the 1991-92 school year. Thus, while this potential data source will not provide a comparison point to first follow-up data, it may be able to provide a partial point of reference for the NELS:88 second follow-up.

Comparisons Between the NCES National Education Longitudinal Studies. No dropout rate comparisons can be made between NELS:88 first follow-up and HS&B dropout results because of the different starting points of the studies. Individuals who dropped out during or prior to tenth grade were not in the HS&B sampling frame. Individuals who dropped out in the course of tenth grade were declared ineligible for the study. HS&B measured, in the spring of 1982, the enrollment status of those individuals only who completed the spring term of the sophomore year in the spring of 1980.

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[10] Mohadjer, Leyla; Brick, Mike; and West, Jerry. 1990. "Proxy Respondents and Measurement Errors for Statistics on Dropouts." International Conference on Measurement Error in Surveys, Phoenix, November 1990

[11] Kominski, Robert. 1990. Estimating the High School Dropout Rate. Demography, 27(2).

Even though HS&B-NELS:88 dropout statistics cannot be compared (until the 1992 data have been collected and processed), it nevertheless is instructive to consider definitional differences and similarities between the first follow-ups of NELS:88 and HS&B. Generally speaking, the NELS:88 first follow-up adhered to the dropout definitions, and methodologies for ascertaining dropout status, that were employed in HS&B, including the HS&B method that required (when possible) double confirmation (school and home) of dropout status.

However, the NELS:88 first follow-up, as noted above, did define in-school status liberally--more liberally than had HS&B, which regarded students not in regular high school diploma programs (e.g., GED students, or students receiving any other academic instruction that did not lead to a high school diploma) as a special kind of dropout, to be contrasted to dropouts who were receiving no academic instruction. Many alternative program designations were encountered in the course of the NELS:88 first follow-up. A student might be receiving vocational or GED instruction in a Job Corps Center, attending a school within a school for high-risk students, enrolled in a dropout re-entry program, attending a night school class for GED, attending a continuation school, receiving academic instruction at home from parents, enrolled in a non-diploma course such as travel agent training, attending an adult education school that holds a special class for high school dropouts, enrolled in an independent study school, receiving instruction by correspondence or at a learning center while serving in a juvenile detention facility, receiving instruction while enrolled in a drug rehabilitation clinic--all of these diverse educational situations were regarded as being "in school" for purposes of dropout classification in the NELS:88 first follow-up. A less liberal definition of school enrollment would of course have resulted in a higher recorded dropout rate. (In the NELS:88 second follow-up, data are being collected that will allow regular students and alternative completers to be distinguished, so that second follow-up dropout data can be made comparable to both HS&B and NELS:88 first follow-up, despite their difference in approach to this issue.)

In one central respect, NELS:88 substantially improves on the stopout data gathered by HS&B. By checking enrollment status at three points in time over the two year interval between data collections, NELS:88 attempts to gather maximum information from school personnel and households about dropout events, including events that lead to a return to school prior to the next survey session. HS&B relied on a questionnaire item to identify past dropout events (specifically, item 17 on the 1982 sophomore cohort questionnaire, which asked for the longest period the individual had ever stayed away from school, and offered options ranging from less than one week to an entire quarter or semester, or a school year or longer). Relying on student self-report is a weaker approach to stopout identification than that taken in the NELS:88 first follow-up. Nonetheless, dropout spells of brief duration may be missed by the NELS:88 methodology. For example, a student who was at an eighth grade survey day in February of 1988 may have been a dropout between March and June of 1988. If that student has returned to school in the autumn of 1988, the tracing phase would identify that student as in school, with a resultant underreporting of dropout/stopout events. Neither NELS:88 students nor their schools or families were asked whether the student dropped out before the end of eighth grade. (There may still then be a need to gather questionnaire data on potential stopout episodes--in the NELS:88 second follow-up, the parent questionnaire contains an item that has been designed to do so.)

The NELS:88 first follow-up approach differs from that of HS&B in a number of ways. One such difference is in the treatment of ineligible students. While students were excluded from HS&B, no attempt was made to gather demographic or enrollment status information on these individuals, nor to assess whether their eligibility status had changed over time. The effect of exclusions on HS&B estimates has never been examined. Another difference is sample freshening; no attempt was made to achieve a representative 1982 twelfth grade student sample. Therefore the dropout results obtained from HS&B are limited in their generalizability to a single tenth grade cohort.

Summary and Conclusions.

The major strength of NELS:88 for generating dropout statistics is that it combines event history data (including the month and year the student dropped out, and the grade attended at the time of this transition) and repeated status measurements in a longitudinal design that registers the cumulative school-leaving and school-return transitions of statistically representative individuals over the critical (for completion) period of their school careers. NELS:88 both measures the cumulative percentage of individuals in the cohort who ever drop out, and ascertains the proportion of those who ever return to school and who finally complete their schooling or obtain equivalency certificates. With cohort data, one can readily move back and forth, as needed, between what Barro and Kolstad[12] call gross (any student who has ever dropped out) and net (students who are dropouts at a particular time) definitions. One can accommodate the fact as well that a given individual may drop out (and return to school) multiple times.

Using NELS:88 first follow-up data, the following basic dropout rates can be computed:

EIGHTH-GRADE COHORT PANEL DROPOUT RATE. Given the original base year sample definition in which 5.34 percent of the eighth grade student universe was excluded from the sample, a cohort dropout rate of six percent estimates the percentage of the sample in school in the spring of 1988 who were out of school in the spring of 1990. An additional .8 percent of sample members are estimated to have dropped out of school in the reference period, but returned. While the cohort dropout rate is likely to be extremely accurate, the stopout almost certainly underestimates the incidence of temporary dropout episodes.

EIGHTH-GRADE COHORT DROPOUT RATE: EXPANDED PANEL. If the expanded sample is considered--1988 ineligible as well as eligible students--the cohort dropout rate increases by nearly a percentage point, from just over six percent to just under seven percent (6.8%). It is not known how many members of the ineligibles sample had one or more dropout spells, though in general the school-leaving propensities of this group are much higher than those of the eligible sample. A conservative assumption would be that the rate of stopping out is not less than in the eligible sample. If this is so, then the number of NELS:88 (expanded cohort) sample members who dropped out after spring 1988 and returned to or remained out of school would be at least 7.6 percent.

NELS:88 FIRST FOLLOW-UP FULL SAMPLE. Almost one percent (.84%) of the first follow-up sample (1988-eligible eighth grade cohort and tenth grade freshening sample) had a stopout episode between 1988 and 1990 (or between 1989-90 for freshened students), and 6.86 percent remained outside school in the spring term of 1990. Thus 7.7 percent had a dropout or stopout spell. If the school-leaving propensities of the ineligibles population were taken into account, the percentage with school-leaving events would be still higher. At the same time, 4.8 percent of students reported being absent more than a month in the first half of the school year, and 7.7 percent absent more than three weeks.

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[12] Barro, Stephen M., and Kolstad, Andrew. 1987. Who Drops Out of High School?: Findings from High School and Beyond. Washington, D.C.: National Center for Education Statistics.

Each of the dropout rates that can be generated from NELS:88 data--the 6.1 percent cohort dropout rate for the 1988-eligible panel, the 6.8 percent rate for the expanded eighth-grade cohort panel, or some higher number that counts stopout events as well as dropout status----meaningfully contributes to our understanding of the incidence of school-leaving.

In the addenda that follow, standard errors are provided for tables 2, 3, 5, and 6, and notes on the key NELS:88 dropout analysis flags and variables are supplied, that may assist in the understanding and use of the data.

ADDENDUM A: STANDARD ERRORS FOR DROPOUT STATISTICS TABLES 2, 3, 5, AND 6

TABLE 2-A: STANDARD ERRORS OF MEASUREMENT FOR TABLE 2:
SCHOOL ENGAGEMENT STATUS OF ELIGIBLE EIGHTH-GRADE COHORT BY KEY CHARACTERISTICS

TABLE 3-A: STANDARD ERRORS OF MEASUREMENT FOR TABLE 3:
NELS:88 EIGHTH-GRADE COHORT DROPOUT AND RETENTION RATES, SPRING TERM 1990

TABLE 5-A: STANDARD ERRORS OF MEASUREMENT FOR TABLE 5:
1990 SCHOOL ENROLLMENT STATUS SUMMARY BY KEY CHARACTERISTICS FOR ALL FIRST FOLLOW-UP SAMPLE MEMBERS

TABLE 6-A: STANDARD ERRORS OF MEASUREMENT FOR TABLE 6:
NELS:88 FIRST FOLLOW-UP STOPOUT/CHRONIC TRUANT STATUS SUMMARY FOR FULL FIRST FOLLOW-UP SAMPLE AND NELS:88 SOPHOMORE COHORT, BY KEY CHARACTERISTICS

Note: Standard errors for tables 1 and 4 were incorporated in the table presentation of the preceding text. All standard errors reported in this appendix are Taylor-series approximations.

TABLE 2-A: Standard errors of measurement for table 2: School engagement status of eligible eighth-grade cohort by key characteristics

Note: Standard errors of measurement appear parenthetically after each panel estimate.
Weighted N for total=2.991 million; unweighted N for total=17,381.

	retention rate	**dropout rate**	**stopouts**	**chronic absentees**
TOTAL:	93.95	6.05	0.81	4.70
s.e.	(0.480)	(0.480)	(0.204)	(0.328)
SEX	**currently in school**	**current dropout**	**absent stopout**	**student**
M	93.72	6.27	0.87	3.54
s.e.	(0.692)	(0.692)	(0.204)	(0.328)
F	94.17	5.82	0.75	5.87
s.e.	(0.588)	(0.588)	(0.143)	(0.463)
RACE	**currently in school**	**current dropout**	**stopout**	**absent student**
Asian/PI	96.94	3.06	0.37	2.90
s.e.	(1.048)	(1.048)	(0.213)	(0.562)
Hisp	90.76	9.24	1.53	6.75
s.e.	(1.014)	(1.014)	(0.394)	(0.997)
Black	89.97	10.03	1.14	4.43
s.e.	(1.944)	(1.944)	(0.280)	(0.855)
White	95.11	4.89	0.63	4.45
s.e.	(0.529)	(0.529)	(0.147)	(0.324)
Am. Ind./AN	89.51	10.48	2.68	9.90
s.e.	(2.603)	(2.603)	(2.121)	(4.039)

TABLE 2-A: **Standard errors for Table 2: Spring term 1990 school engagement status of eligible eighth-grade cohort by key characteristics--continued**

SOCIOECONOMIC STATUS (SES)

SES QUARTILE	**currently** in school	**current** dropout	**stopout**	**absent student**
lowest	85.17	14.83	1.43	6.31
s.e.	(1.325)	(1.325)	(0.288)	(0.692)
middle	95.30	4.70	1.09	4.82
s.e.	(0.485)	(0.485)	(0.350)	(0.464)
middle	96.28	3.72	0.47	5.25
s.e.	(0.941)	(0.941)	(0.164)	(0.674)
highest	98.37	1.63	0.31	2.60
s.e.	(0.649)	(0.649)	(0.126)	(0.373)

Base Year Test Quartile (BYTXQURT)

	currently in school	**current dropout**	**stopout**	**absent student**
lowest	86.66	13.34	1.08	5.52
s.e.	(0.976)	(0.976)	(0.203)	(0.551)
middle	93.23	6.77	1.46	5.60
s.e.	(1.058)	(1.058)	(0.419)	(0.684)
middle	97.04	2.96	0.46	3.96
s.e.	(1.064)	(1.064)	(0.152)	(0.464)
highest	99.55	0.45	0.32	3.40
s.e.	(0.102)	(0.102)	(0.163)	(0.462)

DATA SOURCE: U.S. Department of Education, National Center Center for Education Statistics, National Education Longitudinal Study of 1988 (NELS:88) First Follow-Up (1990), unpublished data.

TABLE 3-A: Standard errors of measurement for table 3: NELS:88 eighth-grade expanded cohort dropout and retention rates, spring term 1990

Note: Standard errors appear parenthetically, after the expanded panel estimate.

Selected Characteristics	Cohort dropout rate	School retention rate
	(percent)	
TOTAL	**6.8** (0.40)	**93.2** (0.40)
SEX		
Male	**7.2** (0.55)	**92.8** (0.55)
Female	**6.5** (0.51)	**93.5** (0.51)
RACE-ETHNICITY		
Asian/Pacific Islander	**4.0** (1.02)	**96.0** (1.02)
Hispanic	**9.6** (0.84)	**90.4** (0.84)
Black, non-Hispanic	**10.2** (1.51)	**89.8** (1.51)
White, non-Hispanic	**5.2** (0.44)	**94.8** (0.44)
American Indian/A.N.	**9.2** (2.32)	**90.8** (2.32)
COMMUNITY TYPE OF 1988 SCHOOL		
Urban	**8.9** (0.87)	**91.1** (0.87)
Suburban	**5.4** (0.53)	**94.6** (0.53)
Rural	**7.1** (0.76)	**93.0** (0.76)

TABLE 3-A: NELS:88 eighth-grade cohort dropout and retention rates, spring term 1990--continued

	Cohort dropout rate	School retention rate
	(percent)	
CENSUS REGION OF 1988 SCHOOL		
Northeast	**5.9** (0.84)	**94.1** (0.84)
Midwest	**5.5** (0.71)	**94.5** (0.71)
South	**8.9** (0.69)	**91.2** (0.69)
West	**5.8** (1.05)	**94.2** (1.05)
EIGHTH GRADE SCHOOL CONTROL TYPE		
Public	**7.6** (0.45)	**92.4** (0.45)
Catholic	**1.3** (0.38)	**98.7** (0.38)
Private, nonsectarian	**0.5** (0.30)	**99.5** (O.30)
Private, religious (affiliation other than Catholic)	**0.4** (0.18)	**99.6** (0.18)

Note: For race-ethnicity, not shown separately are 434 persons whose race-ethnicity are unknown. Percentages may not sum to one hundred percent due to rounding.

DATA SOURCE: U.S. Department of Education, National Center Center for Education Statistics, National Education Longitudinal Study of 1988 (NELS:88) First Follow-Up (1990).

TABLE 5-A: **Standard errors of measurement for Table 5: 1990 school enrollment status summary by key characteristics for all first follow-up sample members**

selected variables:	currently in school	current dropout
ALL:	**93.14**	**6.86**
s.e.	(0.453)	(0.453)
SEX:		
M	92.85	7.15
s.e.	(0.628)	(0.628)
F	93.44	6.56
s.e.	(0.587)	(0.587)
RACE	currently in school	current dropout
Asian/PI	96.91	3.08
s.e.	(0.947)	(0.947)
Hispanic	90.11	9.89
s.e.	(0.922)	(0.922)
Black	89.17	10.83
s.e.	(1.708)	(1.708)
White	94.36	5.64
s.e.	(0.510)	(0.510)
Am.Ind./AN	88.31	11.69
s.e.	(2.483)	(2.483)

TABLE 5-A: Standard errors of measurement for Table 5: 1990 school enrollment status summary by key characteristics for all first follow-up sample members--continued

Socioeconomic Status (SES by quartile)

SES	currently in school	current dropout
lowest	83.99	16.01
s.e.	(1.161)	(1.161)
middlle	94.23	5.77
s.e.	(0.645)	(0.645)
middle	96.28	3.72
s.e.	(0.895)	(0.895)
highest	98.28	1.72
s.e.	(0.620)	(0.620)

Base Year Test Quartile (BYTXQURT)

	currently in school	current dropout
lowest	87.22	12.78
s.e.	(0.952)	(0.952)
middle	93.41	6.59
s.e.	(1.053)	(1.053)
middle	97.18	2.82
s.e.	(1.009)	(1.009)
highest	99.55	0.45
s.e.	(0.101)	(0.101)

DATA SOURCE: U.S. Department of Education, National Center Center for Education Statistics, National Education Longitudinal Study of 1988 (NELS:88) First Follow-Up (1990), unpublished data.

TABLE 6-A: Standard errors of measurement for Table 6: NELS:88 first follow-up stopout/chronic truant status summary for full first follow-up sample and NELS:88 sophomore cohort, by key characteristics

	All first follow-up **sample members** (unweighted N=19,264; weighted N=3.175 million		**NELS:88 sophomore cohort** (enrolled in grade 10 spring term 1990; wted. N = 2.823 million; unweighted N=17,544)	
	stopout	**absent student**	**stopout**	**absent student**
ALL:	**0.84**	**4.84**	**0.80**	**4.84**
s.e.	(0.116)	(0.276)	(0.126)	(0.288)
SEX:				
M	**0.91**	**3.62**	**0.87**	**3.41**
s.e.	(0.184)	(0.294)	(0.199)	(0.305)
F	**0.77**	**6.08**	**0.72**	**6.26**
s.e.	(0.143)	(0.456)	(0.153)	(0.496)
RACE	**stopout**	**absent student**	**stopout**	**absent student**
Asian/PI	**0.32**	**2.91**	**0.34**	**2.80**
s.e.	(0.186)	(0.530)	(0.195)	(0.534)
Hispanic	**1.83**	**7.60**	**1.82**	**8.30**
s.e.	(0.380)	(1.171)	(0.434)	(1.381)
Black	**1.16**	**4.60**	**1.25**	**4.71**
s.e.	(0.281)	(0.767)	(0.336)	(0.911)
White	**0.60**	**4.49**	**0.58**	**4.40**
s.e.	(0.135)	(0.304)	(0.145)	(0.315)
Am. Ind./AN	**2.40**	**8.27**	**0.83**	**9.03**
s.e.	(1.510)	(3.355)	(0.622)	(4.154)

Table 6-A: Standard errors of measurement for Table 6: NELS:88 first follow-up stopout/chronic truant status summary for full first follow-up sample and NELS:88 sophomore cohort, by key characteristics--continued

	All first follow-up sample members (unweighted N=19,264; weighted N=3.175 million)		**NELS:88 sophomore cohort** (enrolled in grade 10 spring term 1990; wted. N = 2.823 million)	
SES	**stopout**	**absent student**	**stopout**	**absent student**
lowest	**1.42**	**6.31**	**1.39**	**7.06**
s.e.	(0.252)	(0.610)	(0.288)	(0.765)
middle	**1.06**	**4.82**	**1.03**	**4.60**
s.e.	(0.327)	(0.435)	(0.361)	(0.437)
middle	**0.51**	**5.04**	**0.53**	**5.06**
s.e.	(0.166)	(0.640)	(0.177)	(0.672)
highest	**0.29**	**2.52**	**0.27**	**2.34**
s.e.	(0.120)	(0.344)	(0.122)	(0.319)
Base Year Test Quartile (BYTXQURT)				
	stopout	**absent student**	**stopout**	**absent student**
lowest	**1.05**	**5.38**	**0.93**	**5.84**
s.e.	(0.191)	(0.529)	(0.175)	(0.659)
middle	**1.44**	**5.57**	**1.52**	**5.52**
s.e.	(0.416)	(0.681)	(0.470)	(0.739)
middle	**0.44**	**3.98**	**0.35**	**3.80**
s.e.	(0.144)	(0.465)	(0.140)	(0.446)
highest	**0.32**	**3.23**	**0.32**	**3.23**
s.e.	(0.160)	(0.430)	(0.161)	(0.434)

DATA SOURCE: U.S. Department of Education, National Center Center for Education Statistics, National Education Longitudinal Study of 1988 (NELS:88) First Follow-Up (1990), unpublished data.

ADDENDUM B: KEY NELS:88 DROPOUT ANALYSIS FLAGS AND VARIABLES

This addendum is an annotated guide to the flags, composites and critical variables that are important to defining, in various ways, dropouts and nondropouts, and to analyzing dropout data.

DROPOUT STATUS. Dropout status is summarized in the F1DOSTAT flag. Dropouts under status 3 (who participated) will have completed a student questionnaire; spring term 1990 out-of-school sample members (status 4) will have completed a dropout questionnaire. An individual with multiple dropout episodes (status 5) may have been in school or out of school at the time of the survey, and may have more than one dropout date recorded in the series of three F1DRP variables (see below). Analysts who wish to make 1980-1990 trend comparisons must exclude school leavers from cross-cohort comparisons (there were no dropouts in the HS&B 1980 sample) as well as out-of-sequence sample members (F1SEQFLG=1). (Stopouts [category 3] should be included, if the individual was a 1989-90 tenth grader [many stopouts will be out of sequence, that is, in a grade other than grade ten].)

While a very few NELS:88 sample members were only single-confirmed (category 2), dropout status was double-confirmed for all participants. Both F1DOSTAT and the F1DRP series were constructed for all sample members (as were the base year standard classification variables when data was available) regardless of whether a given individual participated in the first follow-up or not. (However, users are cautioned that there is no first follow-up weight on the file for first follow-up nonparticipants.)

F1DOSTAT 5 = Sample member had more than one dropout episode.

4 = Sample member dropped out of school and did not return to school.[13]

3 = Student dropped out of school at one time, but returned to school.[12]

2 = Sample member was reported by the school as a dropout, but this was not confirmed by the sample member or his/her family.

1 = Dropout status was not determined.

0 = Student did not drop out.

The status of individuals in category (5) as of the spring term of 1990 can be determined with reference to which questionnaire they completed. The F1QFLG permits stopouts (who completed the student questionnaire) and dropouts (who completed the dropout questionnaire) to be distinguished.

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[13] However, an individual who had returned to school, but had been back in school for less than two weeks (fewer than ten school days), was classified as a dropout (4), not as a stopout (3). Category (5), on the other hand, in concept includes both stopouts-dropouts, and double stopouts. In practice, virtually all of these cases are dropouts (of the 33 individuals classified under category 5, two were nonparticipants, one was a stopout, and 30 were dropouts; the one stopout was not a member of panel).

DROPOUT EVENT DATE. It is of interest not just to know that a particular transitional event (such as leaving school before completion) took place, but also, for a variety or reasons, to know when it took place[14]. For example, dropout rates may vary considerably by grade, or may differ by term within grade. There are two basic sources in NELS:88 of historical data pinpointing the timing of this critical transition. One source is the dropout questionnaire. The separately-released dropout file contains information about what grade the dropout was in when school was last attended, and when (month and year) the dropout left school. The data are very complete -- 94 percent of dropouts were surveyed and these items were included on all versions (full, modified, abbreviated) of the dropout questionnaire. Hence item nonresponse is low (around 2 - 4%).

However, not all event dropouts were administered the dropout questionnaire--apart from nonrespondents, those with in-school status at the time of survey--stopouts who had returned to school for a period of at least two weeks--completed the student questionnaire instead. Also, a few dropouts had multiple school-leaving events; the questionnaire items cover only a sole or the most recent event. (Of course, these event date data from the 1990 dropout questionnaire will, in longitudinal terms, become stopout event data if in 1992 the dropout has returned to school.)

Although far from complete, additional information about when NELS:88 sample members exited school was collected whenever possible from the last school attended, then confirmed with the dropout's family or directly with the dropout. This information has been summarized in a special composite variable, described below. The three constituents of this composite -- F1DRPS89, F1DRPF89, and F1DRPS90; and dropout questionnaire items F1D7MNTH, F1D7YEAR, and F1D8 (which appear on the dropout data file only), can be used in conjunction to extend (and confirm) the event-historical school-leaving data in the first follow-up questionnaire responses, especially by providing information on stopout episodes for which there is no dropout questionnaire data. An explanation of F1DRPS89, F1DRPF89, and F1DRPS90 appears below.

F1DRPS89, F1DRPF89, and F1DRPS90 indicate whether a sample member dropped out during the spring 1989 term (F1DRPS89), the fall 1989 term (F1DRPF89), or the spring 1990 term (F1DRPS90). The variables were derived, when possible, from an actual date that the school provided and the parent or sample member confirmed. If such a date was not available, the date of discovery was used. The discovery date establishes that the dropout event occurred at an indeterminate prior point in time.

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[14] For a helpful general discussion of the importance of the timing of educational transitions and the application of event history analysis methods to dropout phenomena, see John B. Willet and Judith D. Singer, "From Whether to When: New Methods for Studying Student Dropout and Teacher Attrition" in Review of Educational Research, Winter 1991, 61(4), 407-450. For a specific application of event history analysis techniques to HS&B dropout data and discussions of the temporal dimension of educational events and modeling the risk of event occurrence, see Barro and Kolstad (op cit.). The term "event history" has both a conceptual-definitional level of meaning, as well as a not unrelated meaning tied to several basic analytic strategies and techniques for studying events and their causes. (The sociological term event history analysis is interchangeable with survival analysis or hazard modeling as used by some other disciplines.) A recent systematic introduction to models, methods and applications of event history analysis is provided by Kazuo Yamaguchi (Event History Analylsis; Sage, 1991). NELS:88 data are intended to capture the timing of school-leaving (when possible, to the month and year, anchored in specific grade), as well as the timing of return to school, and the fact and timing of eventual school completion. The NELS:88 definition of dropping out is essentially an event history definition.

The values for F1DRPS89, F1DRPF89, and F1DRPS90 are:

0 = Sample member is not a dropout
1 = Sample member dropped out - data from actual confirmed date
2 = Sample member dropped out - data from discovery date
3 = Actual date coded in one of the companion F1DRP variables
4 = Discovery date coded in one of the companion F1DRP variables
8 = Missing

The following time ranges define the three event history variables:

June 89 or earlier	F1DRPS89
Jul, Aug, Sep, Oct, Nov, Dec 89	F1DRPF89
Jan, Feb, Mar, Apr, May, Jun 90	F1DRPS90

It should be noted that an individual could leave school at any time between the spring term 1988 survey day and the data collection conducted by the first follow-up approximately two years later. Hence F1DRPS89 could include an individual who, say, participated in a February 1988 survey day, but left eighth grade two months later. It also should be noted that the date is not an automatic key to the grade in which an event took place; not all members of the eighth-grade cohort followed the modal sequence of grade progression -- some were held back one (or more) years, and an extreme few moved ahead of their peers by skipping a grade. (Out-of-sequence versus in-sequence [= tenth grade in 1989-90] sample members are flagged by F1SEQFLG).

CHRONIC TRUANCY

Self-reports of extended absenteeism are available from item F1S13. Because high absenteeism is a strong predictor of dropping out, and because dropping out tends to be a process of extended disengagement over time, marked by intermittent or progressively decreasing attendance, this questionnaire item is of special interest. The usual difficulty with self-reports of truancy is that chronic absentees are likely to be under-represented as survey respondents. However, given the overall high response rates and the special efforts that were made to obtain participation from a substantial subsample of nonrespondents, this item may be of value in at least setting a minimum value for this population. The item reads:

In the first half the current school year, about how many days were you absent from school for any reason?

None
1 or 2 days
3 or 4 days
5 to 10 days
11 to 15 days
16 to 20 days
21 or more

Note that the item does not give a self-report on dropout status, since the NELS:88 definition requires that the student be absent twenty or more consecutive school days. Also, since excused absences due to illness and other factors unrelated to school engagement are captured by this item, it may capture an anomalous event (such as serious illness) for some sample members, and a behavioral disposition (disinclination to attend school) for others. The fact that illnesses and other excused absences are included in this item is unfortunate. The parallel item in the HS&B 1980 sophomore questionnaire, which excluded illness as a reason for absence, was extraordinarily powerful in predicting the likelihood of dropping out (and in indicating the likelihood of return to school) as we can see below. The HS&B item inquired into the number of days missed school for reasons other than illness between the beginning of the school year and the Christmas break. Two years later, premature school-leaving and earlier lack of attendance proved to be highly correlated behaviors:

> the dropout rate for those who missed no days was 7.5%
> for those who missed 5-10 days, 28.5%
> for those who missed 11-15 days, 45.1%
> for those who missed 16-20, 47.2%, and
> for those who missed 21 or more days, 68.7%

It is not unlikely that there is some number of "hidden stopouts" in the quite substantial group of NELS:88 first follow-up students who indicate that they were absent for more than one month in the first half of the school year. However, the item gives us information on attendance for only a quarter of the relevant (two year) enrollment period.

QUESTIONNAIRE COMPLETION STATUS

It is important to note several things about the use of the questionnaire completion status flag in connection with analysis of dropout data. One matter of significance is that students with recorded dropout events who did not have an out-of-school status at the time of survey administration in the spring term of 1990 generally completed the student questionnaire. More specifically, any student with a dropout episode who had been back in school (that is, receiving any kind of academic instruction) for at least two weeks was administered the student questionnaire rather than the dropout.

The following flags indicate the completion (and presence on the data file of corresponding information) or non-completion of specified documents. A value of 1 indicates that the document was completed, 0 that it was not.

F1QFLG. This variable can also serve as a **participation** flag. If the value of F1SQFLG is greater than 0, then the case is a F1 participant. If the value of F1QFLG is 0, then the case is a F1 non-participant.

F1QFLG
2 = Sample member completed a dropout questionnaire.
1 = Sample member completed a student questionnaire.
0 = Did not complete a questionnaire.

F1BYQFLG. A few individuals who are recorded as dropouts in the first follow-up were first follow-up nonparticipants. It will be possible to find out more about them if they participated in the base year. This will be indicated by the flag F1BYQFLG. However, no first follow-up analysis weight is available for first follow-up nonparticipants; they can only be analyzed in comparison to all other (24,599) members of the original eighth grade sample that employs BYQWT.

F1BYQFLG 1 = Student completed a base year student questionnaire.
0 = Did not complete a base year student questionnaire.

F1PANFLG. Dropouts (and students) who participated in both waves of the study (that is, completed a questionnaire both in 1988 and 1990) were assigned a panel weight to facilitate longitudinal analysis. Base year nonparticipants who were found to be dropouts and surveyed in the first follow-up will have no panel weight; nor will freshened students who dropped out between the time the freshened sample was drawn (the first day of the autumn term of 1989) and data collection (the spring term of 1990), though dropouts from these two groups will have the cross-sectional F1QWT. The presence of a panel weight is indicated by the flag labeled F1PANFLG:

F1PANFLG 1 = Student completed a base year student questionnaire and F1 questionnaire.
0 = Sample member did not complete a questionnaire in both base year and F1.

F1TXFLG. Only about half of participating dropouts completed the cognitive tests. Analysts are therefore cautioned against looking at dropouts as a separate group in terms of their first follow-up cognitive test results. The presence of first follow-up cognitive test data is indicated by F1TXFLG. Although in HS&B a special nonresponse-adjusted weight was computed for cases with cognitive test results, this procedure was not followed in the NELS:88 first follow-up.

F1TXFLG 1 = Student completed the tests.

0 = Did not complete the tests.

Base year test and contextual information flags. Most dropouts have base year cognitive test and questionnaire results (96.3% of base year participants also completed the cognitive tests) and often have parent and teacher data available as well. BYTXFLG (see the base year codebook) indicates whether test data are available. BYTEQFLG indicates whether zero, one, or two teacher reports are available for the student; BYPAQFLG whether parent questionnaire data are available; BYTXPAFG whether student tests and parent questionnaire data are available, and BYTEPAFG whether parent data and at least one teacher report are available. In analyzing dropouts through panel data that draws on these contextual sources, especially on parent data, researchers should be alert for possible skews in the data, since, for example, parents of dropouts participated at a lower rate than did parents generally (see 7.1 of the student user's manual for further details).

F1NSSFLG. The new student supplement was designed to gather data from freshened students--specifically, the often static but absolutely critical classification information (date of birth, race, sex, socioeconomic status, and so on) that was asked of students and their parents in the base year but was not re-asked of the same students in the first follow-up. (Much, but not all, of the information from the new student supplement has been used in the basic first follow-up composite variables). However, the new student supplement was also administered to base year nonparticipants who took part in the first follow-up--a fair number of base year nonparticipants were found to be dropouts and were surveyed in the first follow-up. New student supplement data collected in both the base year (from the base year student questionnaire) and the first follow-up (from the supplemental instrument) is appended to the student file, and appears after the composite variables.

F1NSSFLG	1 =	Student completed a New Student Supplement (is a new [freshened] sample member or base year non-respondent).
	0 =	Did not complete a New Student Supplement.

G10CTRL (**G10CTRL2** appears on the restricted use file only; **G10CTRL1** is available on both the public and privileged use files). This variable classifies the type of school the sample member was enrolled in. Dropouts have not been associated with a tenth grade school in the first follow-up data. Therefore the "Not enrolled in school" status is a ready identifier of first follow-up dropouts and can be used in analysis to sort on school-leavers, thus fulfilling the same function as the dropout questionnaire completion flag (**F1QFLG** = 2) and F1DOSTAT.

However, some first follow-up students were enrolled in non-high school diploma courses, some of which lead to a GED, others of which lead to other alternative credentials (or no credentials). Anyone enrolled in any kind of educational program was classified as a student. Dropouts are those individuals who are out of school and receiving no form of academic instruction.

In theory, students in alternative programs could fall into any of the school classification categories below, although predominantly such programs were sited in public schools rather than private. If the alternative program was part of a regular high school, then such students could be assimilated to one of the first four categories in the variable below. Often the alternative program was part of or attached to a regular high school. When this was not so, the student's school type was classified as missing. On the restricted use version of the control variable, there is also a category for non-traditional schooling arrangements--this category embraces home study and other unconventional forms of academic instruction, but encompasses only a handful of individuals. Students receiving no academic instruction--in a word, dropouts--were classified under category 06, not enrolled in school.

The values for G10CTRL are:

01 = Public school
02 = Catholic school
03 = NAIS private school
04 = Other private school - not NAIS
05 = Non-traditional schooling arrangements*
06 = Not enrolled in school
98 = Missing

*does not appear as a codebook value

F1STAT. Several of the categories flagged by F1STAT are of special note. Category 06 means that the sample member has died. It is conceivable that some deceased sample members had dropped out of school and would contribute to the overall dropout rate. The fact that information about the school enrollment status of these individuals was not pursued means that the actual dropout rate may be higher than that recorded by the study. Nevertheless, death was such a rare occurrence within the sample (N =5) that even had all the deceased been dropouts, their impact on overall statistics would be extremely small. Sample members in category 05 were not pursued because they were out of the country at the time of the survey. While out of scope for the first follow-up, they have not permanently left the NELS:88 sample. If these individuals return to the United States, then they will become in scope students for the second follow-up and their school enrollment status should be determined. With respect to category 04, it was a very rare event for an eligible base year student to become ineligible in the first follow-up, although as a result of severe accidents or illnesses, this did happen. These students, however, will be pursued in the second follow-up as part of the study of base year and first follow-up ineligibles so that information about their enrollment status can contribute to the expanded cohort school retention and dropout statistics generated by the study.

F1STAT

06 = Sample member is deceased.
05 = Sample member was out of country.
04 = Sample member found to be ineligible.
03 = Sample member refused to participate.
02 = Sample member unlocatable.
01 = Other non-respondent.
00 = Sample member participated.

F1SRVMTH. This flag indicates the method of questionnaire administration. While for the student sample virtually all questionnaires were self-administered in the full form, this was not the case for dropouts. Some dropout questionnaires were completed by proxies, a quarter of the questionnaires were highly abbreviated versions of the document, and a modified form that again did not ask all questions of dropout respondents was occasionally employed as well.

F1SRVMTH

06 = F1 non-participant.
05 = In-person interview gathering abbreviated questionnaire data from sample member.
04 = In-person interview gathering abbreviated questionnaire data from proxy.
03 = Telephone interview gathering abbreviated questionnaire data from sample member.
02 = Telephone interview gathering abbreviated questionnaire data from proxy.
01 = Telephone interview gathering modified questionnaire data from sample member.
00 = Self-administered.

Appendix E

First Follow-Up Item Overlap with NELS:88 Base Year and High School and Beyond

Question Number				Question Wording
FFS #	**DOQ #**	**BYS #**	**HS&B #**	
7a	12a	59a	--	In school students get along well with teachers
7b	12b	59b	--	In school there is real school spirit
7c	12c	59c	--	In school the rules for behavior are strict
7d	12d	59d	--	In school discipline is fair
7e	12e	--	--	In school there are interracial friendships
7f	12f	59e	--	In school other students often disrupt class
7g	12g	59f	--	In school the teaching is good
7h	12h	59g	--	In school teachers are interested in students
7i	12i	59h	--	In school when I work hard teachers praise me
7j	12j	59i	--	In school I often feel put down by teachers
7k	12k	--	--	In school I often feel put down by students
7l	12l	59j	--	In school most of my teachers listen to me
7m	12m	59k	66f*	In school I don't feel safe
7n	12n	59l	--	In school disruptions get in the way of my learning
7o	12o	59m	--	In school misbehaving students often get away with it
9a	--	57a	--	Times at school I had something stolen from me
9b	--	57b	--	Times at school someone offered to sell me drugs
9c	--	57c	--	Times at school someone threatened to hurt me
9d	--	55f	--	Times at school I got into a physical fight
10a	15a	--	--	Times I was late for school
10b	15b	--	--	Times I cut or skipped classes
10c	15c	--	--	Times I got into trouble for not following school rules
10d	15d	--	--	Times I was put on in-school suspension
10e	15e	--	--	Times I was suspended or put on probation from school
10f	15f	--	--	Times I was transferred for disciplinary reasons
10g	15g	--	--	Times I was arrested
11a	13a	--	--	Feel it is OK to work hard for good grades
11b	13b	--	--	Feel it is OK to ask challenging questions
11c	13c	--	--	Feel it is OK to solve problems using new ideas
11d	13d	--	--	Feel it is OK to help others with their homework
12a	14a	--	--	Feel it is OK to be late for school
12b	14b	--	--	Feel it is OK to cut a couple of classes
12c	14c	--	--	Feel it is OK to skip school for a whole day
12d	14d	--	--	Feel it is OK to cheat on tests
12e	14e	--	--	Feel it is OK to copy someone else's homework
12f	14f	--	--	Feel it is OK to get into physical fights
12g	14g	--	--	Feel it is OK to belong to gangs
12h	14h	--	--	Feel it is OK to make racist remarks
12i	14i	--	--	Feel it is OK to make sexist remarks
12j	14j	--	--	Feel it is OK to steal from school, a student, or a teacher
12k	14k	--	--	Feel it is OK to destroy or damage school property
12l	14l	--	--	Feel it is OK to smoke on school grounds

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* Question is not identical across survey instruments, but may be made comparable by collapsing response categories.

Question Number				**Question Wording**
FFS #	**DOQ #**	**BYS #**	**HS&B #**	
12m	14m	--	--	Feel it is OK to drink alcohol during the school day
12n	14n	--	--	Feel it is OK to use illegal drugs during the school day
12o	14o	--	--	Feel it is OK to bring weapons to school
12p	14p	--	--	Feel it is OK to abuse teachers physically
12q	14q	--	--	Feel it is OK to talk back to teachers
12r	14r	--	--	Feel it is OK to disobey school rules
13	22	--	--	Days absent last semester
14	23	--	--	Main reason for my last absence
15a	24a	--	--	On my last absence the school did not do anything
15b	24b	--	--	On my last absence someone from school called my home
15c	24c	--	--	On my last absence someone from school visited my home
15d	24d	--	--	On my last absence the school sent a letter to my home
15e	24e	--	--	On my last absence the school made me see a counselor
16a	25a	--	--	When I returned my teachers helped me catch up
16b	25b	--	--	When I returned other students helped me catch up
16c	25c	--	--	When I returned someone else helped me
16d	25d	--	--	When I returned I didn't need to catch up
16e	25e	--	--	When I returned a teacher was mad at me or put me down
16f	25f	--	--	When I returned an adult in the school asked where I'd been
16g	25g	--	--	When I returned I fell behind
18A	--	46	3*	How sure I am that I will graduate from high school
18B	--	47	--	How sure I am that I will go on for further education after HS
20	16	49	1	High school program
26a	18a	--	--	How often challenged to use mind in math
26b	18b	--	--	How often challenged to use mind in English
26c	18c	--	--	How often challenged to use mind in history
26d	18d	--	--	How often challenged to use mind in science
34a	--	--	13a	Ever been in remedial English
34b	--	--	13b	Ever been in remedial mathematics
34c	--	--	13e	Ever been in a bilingual or bicultural program
34f	--	--	13h	Ever been in a program for the emotionally handicapped
34g	--	--	13i	Ever been in a program for the physically handicapped
36b	--	79a	--	Time spent each week on math homework
36c	--	79b	--	Time spent each week on science homework
36d	--	79c	--	Time spent each week on English homework
36e	--	79d	--	Time spent each week on social studies homework
36f	--	79e	--	Time spent on homework each week for all other subjects
39	--	81*	--	Grades in specific subject areas
40a	--	78a	16a	How often come to class without pencil or paper
40b	--	78b	16b	How often come to class without books
40c	--	78c	16c	How often come to class without homework done

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* Question is not identical across survey instruments, but may be made comparable by collapsing response categories.

Question Number				Question Wording
FFS #	**DOQ #**	**BYS #**	**HS&B #**	
41Aa-g	--	82b,c*	34a*	Participation in sports
41Ah	--	82d*	34b*	Participation in cheerleading
41Ba		82e,f*	34d,e*	Participation in band, orchestra, chorus, or other music group
41Bc	--	82r*	--	Participation in student government
41Bd	--	82o*	--	Participation in academic honor society
41Be	--	82p,q*	--	Participation in school yearbook or newspaper
41Bg	--	82h-m*	34g*	Participation in academic clubs
41Bh	--	--	34f*	Participation in hobby clubs
41Bi	--	82u*	34h*	Participation in vocational education or professional clubs
43	--	80	--	Additional reading each week
44a	34a	--	47a	How often visit with friends at a local hangout
44b	34b	--	--	How often use personal computers
44c	34c	--	--	How often work on hobbies, arts, or crafts
44d	34d	--	47b	How often read for pleasure
44e	34e	--	--	How often go to park, gym, beach, or pool
44f	34f	--	--	How often play ball or other sports with friends
44g	34g	--	--	How often attend youth groups or recreational programs
44h	34h	--	--	How often volunteer or perform community service
44i	34i	--	47d	How often drive or ride around
44j	34j	--	47e	How often talk with friends on the telephone
44k	34k	--	--	How often talk or do things with mother or father
44l	34l	--	--	How often talk or do things with other adults
44m	34m	--	--	How often take classes: music, art, language, dance
44n	34n	--	--	How often take sports lessons: Karate, tennis, etc.
44o	34p	--	--	How often attend religious activities
45A	35A	42A	48	Hours watch TV on weekdays
45B	35B	42B	--	Hours watch TV on weekends
46a	36a	--	61a	Important in my life to be successful in my line of work
46b	36b	--	61b	Important in my life to find the right person to marry
46c	36c	--	61c	Important in my life to have lots of money
46d	36d	--	61d	Important in my life to have strong friendships
46e	36e	--	61e	Important in my life to be able to find steady work
46f	36f	--	--	Important in my life to help others in my community
46g	36g	--	61g	Important in my life to give my children better opportunities
46h	36h	--	61h	Important in my life to live close to my parents
46i	36i	--	61i	Important in my life to get away from this area
46j	36j	--	61j	Important in my life to work to correct inequalities
46k	36k	--	61k	Important in my life to have children
46l	36l	--	61l	Important in my life to have leisure time to enjoy interests
46m	36m	--	--	Important in my life to get away from my parents
47a	--	--	50a	What father thinks I should do after high school

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* Question is not identical across survey instruments, but may be made comparable by collapsing response categories.

Question Number				**Question Wording**
FFS #	**DOQ #**	**BYS #**	**HS&B #**	
47b	--	--	50b	What mother thinks I should do after high school
47e	--	--	50c	What counselor thinks I should do after high school
47f	--	--	50d	What teacher thinks I should do after high school
48A	37A	48A	--	How far in school father wants me to go
48B	37B	48B	70	How far in school mother wants me to go
49	38	45	69	How far in school I think I will get
51	--	--	112	Plan to go to college when graduate; how soon
53	39	52	68	Job category expect or plan to be in at age 30
54	41	21	--	Any language other than English spoken at home
55[1]	42	18,22	11,15[2]	What other language is spoken in home
55A	42A	--	--	Whether it is my native language
55Ba	42Ba	--	--	How well understand native language
55Bb	42Bb	--	--	How well speak native language
55Bc	42Bc	--	--	How well read native language
55Bd	42Bd	--	--	How well write native language
57a	44a	27a	19a[2]	How well understand English
57b	44b	27b	19b	How well speak English
57c	44c	27c	19c	How well read English
57d	44d	27d	19d	How well write English
58	45	--	--	Received special help in reading, writing, or speaking English
62a	46a	44a	62a	I feel good about myself
62b	46b	44b	--	I don't have enough control over the direction of my life
62c	46c	44c	62b	In my life, good luck is more important than hard work
62d	46d	44d	62c	I feel I am a person of worth, the equal of other people
62e	46e	44e	62d	I am able to do things as well as most other people
62f	46f	44f	62e	When I try to get ahead, somebody or something stops me
62g	46g	44g	62f	My plans hardly ever work out; planning makes me unhappy
62h	46h	44h	62h	On the whole, I am satisfied with myself
62i	46i	44i	--	I feel useless at times
62j	46j	44j	62j	At times I think I am no good at all
62k	46k	44k	62k	I am almost certain I can make my plans work
62l	46l	44l	62l	I feel I do not have much to be proud of
62m	46m	44m	--	Chance and luck are very important in my life
62n	46n	--	--	I feel emotionally empty most of the time
63a	47a	--	--	My parents treat me fairly
63b	47b	--	--	I learn things quickly in English classes
63c	47c	--	--	I have good friends who are members of my own sex

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[1] Questions 55 and 55A should be combined in order to achieve comparability with language items in HS&B and NELS:88 base year. If the answer to 55A is "Yes", then question 55 would be comparable to HS&B items 11 and 15, and NELS:88 base year Q.18 and 22. If the answer to Q.55A is "No", then Q.55 can only be compared to HS&B Q.15 and NELS:88 base year Q.22.

[2] Questions 11, 15, and 19 are not from the main HS&B Sophomore Questionnaire, but from the Student Identification Pages.

Question Number				Question Wording
FFS #	DOQ #	BYS #	HS&B #	
63d	47d	--	--	Mathematics is one of my best subjects
63e	47e	--	--	English is one of my best subjects
63f	47f	--	--	I do not like my parents very much
63g	47g	--	--	I get good marks in English
63h	47h	--	--	I get a lot of attention from members of the opposite sex
63i	47i	--	--	I get along well with my parents
63j	47j	--	--	I have always done well in mathematics
63k	47k	--	--	I make friends easily with girls
63l	47l	--	--	I make friends easily with boys
63m	47m	--	--	My parents are unhappy or disappointed with what I do
63n	47n	--	--	I'm hopeless in English classes
63o	47o	--	--	I do not get along very well with girls
63p	47p	--	--	I do not get along very well with boys
63q	47q	--	--	I get good marks in mathematics
63r	47r	--	--	It is difficult to make friends with members of my own sex
63s	47s	--	--	I do badly in tests of mathematics
63t	47t	--	--	I'm not very popular with members of the opposite sex
63u	47u	--	--	My parents understand me
64a	48a	--	--	Chances will gradsuate from high school
64b	48b	--	--	Chances will go to college
64c	48c	--	--	Chances will have a job that pays well
64d	48d	--	--	Chances will be able to own home
64e	48e	--	--	Chances will have an enjoyable job
64f	48f	--	--	Chances will have a happy family life
64g	48g	--	--	Chances will stay in good health most of the time
64h	48h	--	--	Chances will be able to live wherever want in country
64i	48i	--	--	Chances will be respected in the community
64j	48j	--	--	Chances will have good friends
64k	48k	--	--	Chances life will turn out better than it has for parents
64l	48l	--	--	Chances children will have a better life
67a	--	56a	53a	Other students see me as popular
67b	--	56b	53b	Other students see me as athletic
67c	--	--	53c	Other students see me as socially active
67d	--	56c	53d	Other students see me as a good student
67e	--	56d	53e	Other students see me as important
67f	--	56e	53f	Other students see me as a trouble-maker
67g	--	--	53g	Other students see me as part of the leading crowd
69	52	--	--	How many close friends have dropped out of school
70a	53a	--	--	Important to close friends to attend classes regularly
70b	53b	--	--	Important to close friends to study
70c	53c	--	--	Important to close friends to play sports
70d	53d	--	--	Important to close friends to get good grades
70e	53e	--	--	Important to close friends to be popular
70f	53f	--	--	Important to close friends to finish high school
70g	53g	--	--	Important to close friends to have a steady boy/girlfriend

Question Number				**Question Wording**
FFS #	**DOQ #**	**BYS #**	**HS&B #**	
70h	53h	--	--	Important to close friends to be willing to party, get wild
70i	53i	--	--	Important to close friends to continue their education
70j	53j	--	--	Important to close friends to participate in religious activities
70k	53k	--	--	Important to close friends to do community work, volunteer
70l	53l	--	--	Important to close friends to have as steady job
71a	59a	--	--	Person admire most is popular
71b	59b	--	--	Person admire most is honest
71c	59c	--	--	Person admire most dresses well
71d	59d	--	--	Person admire most is intelligent
71e	59e	--	--	Person admire most understands me
71f	59f	--	--	Person admire most drives a nice car
71g	59g	--	--	Person admire most has an important job
71h	59h	--	--	Person admire most makes a lot of money
71i	59i	--	--	Person admire most is good at sports
71j	59j	--	--	Person admire most thinks about important things like I do
71k	59k	--	--	I do not admire anyone
72	60	--	--	Relationship to person admire most
73	58	--	--	Age groups of friends
74	61	--	--	Important to be married before having sex
75	62	--	81	Consider having a child if not married
76	63	--	--	Have children of own
77	66	43	--	Cigarettes smoked daily
78a	67a	--	--	Occasions drank alcoholic beverages in lifetime
78b	67b	--	--	Occasions drank alcoholic beverages in the last year
78c	67c	--	--	Occasions drank alcoholic beverages in the last month
79	68	--	--	Times had five or more drinks in a row in the last two weeks
80Aa	69Aa	--	--	Occasions used marijuana in lifetime
80Ab	69Ab	--	--	Occasions used marijuana in the last year
80Ac	69Ac	--	--	Occasions used marijuana in the last month
80Ba	69Ba	--	--	Occasions used cocaine in lifetime
80Bb	69Bb	--	--	Occasions used cocaine in the last year
80Bc	69Bc	--	--	Occasions used cocaine in the last month
81	70	--	92	Religious background
82	71	--	93	How often attended religious services in the past year
83	72	--	94	Think of self as religious person
84	73	--	--	Currently or ever employed
85	74	53*	--	Hours worked per week
86	75	--	--	How many hours worked are on the weekend
87	76	54	27	Kind of work
88	77	--	--	Earnings per hour
89	83	--	98	Have a twin
90	84	33	97a,b	Number of older brothers and sisters

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* Question is not identical across survey instruments, but may be made comparable by collapsing response categories.

Question Number				Question Wording
FFS #	**DOQ #**	**BYS #**	**HS&B #**	
91	85	--	97d,e	Number of younger brothers and sisters
92a	86a	8a	36b	Father lives in the same household with me
92b,c	86b,c	8b	36c	Other adult male (stepfather) lives in the same household with me
92d	86d	8c	36d	Mother lives in the same household with me
92e,f	86e,f	8d	36e	Other adult female (stepmother) lives in same household with me
92g	86g	--	36h	Husband/wife lives in the same household with me
92h	86h	--	--	Boy/girlfriend lives in the same household with me
92i	86i	--	36i	My child or children live in the same household with me
93a,b	87a,b	8e*	36f*	Number of brothers/sisters living in the same household with me
93c	87c	8g*	36g*	Number of grandparents living in same household with me
93d,e	87d,e	8h*	36j*	Number of other relatives living in same household
93f,g	87f,g	8i*	36k*	Number of non-relatives living in same household
94	89	--	--	How many brothers and sisters left school before graduating
95	90	--	--	Babysit own child, younger siblings, or other relatives
96	91	--	--	Hours per day responsible for their care
97	92	--	--	Days of school missed per month because babysitting
98a	93A	--	--	I get along with all of the people in my family
98b	93B	--	--	I don't get along with my father
98c	93c	--	--	I don't get along with another male guardian
98d	93d	--	--	I don't get along with my mother
98e	93e	--	--	I don't get along with another female guardian
98f	93f	--	--	I don't get along with my brother(s)
98g	93g	--	--	I don't get along with my sister(s)
98h	93h	--	--	I don't get along with my grandparent(s)
98i	93i	--	--	I don't get along with other relative(s)
99a	94a	--	--	My family moved to a new home
99b	94c	--	--	One of my parents got married
99c	94b	--	--	My parents got divorced or separated
99d	94d	--	--	My mother lost her job
99e	94e	--	--	My father lost his job
99f	94f	--	--	My mother started to work
99g	94g	--	--	My father started to work
99h	94h	--	--	I became seriously ill or disabled
99i	94i	--	--	My father died
99j	94j	--	--	My mother died
99k	94k	--	--	A close relative died
99l	94l	--	--	One of my unmarried sisters got pregnant
99m	94m	--	--	One of my brothers or sisters dropped out of school
99n	94n	--	--	My family went on welfare
99o	94o	--	--	My family went off welfare
99p	94p	--	--	My family stayed on welfare
99q	94q	--	--	A family member became seriously ill or disabled

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* Question is not identical across survey instruments, but may be made comparable by collapsing response categories.

Question Number				Question Wording
FFS #	DOQ #	BYS #	HS&B #	
99r	94r	--	--	My family was homeless for a period of time
99s	94s	--	--	None apply
100a	--	38a	--	How often parents check on whether have done homework
100e	--	38b	--	How often parents require work or chores around the home
100f	--	38c	--	How often parents limit the time spent watching TV
100g	--	38d	--	How often parents limit the time with friends on school nights
102a	95a	--	--	How much my parents try to find out who my friends are
102b	95b	--	--	How much my parents try to find out where I go at night
102c	95c	--	--	How much my parents try to find out how I spend my money
102d	95d	--	--	How much my parents try to find out what I do with my time
103	96	--	--	My parents know the parents of my closest friends
104a	98a	--	--	Who decides how late at night I can stay out
104b	98b	--	--	Who decides which friends I can spend time with
104c	98g	--	--	Who decides what classes I take in school
104d	98c	--	--	Who decides whether I have a job
104e	98d	--	--	Who decides at what age I can leave school
104f	98e	--	--	Who decides how I spend my money
104g	98f	--	--	Who decides whether I can date
107a	--	55c	--	How often parents received a warning about my attendance
107b	--	55d	--	How often parents received a warning about my grades
107c	--	55e	--	How often parents received a warning about my behavior
108a	99a	39a[*]	--	My parents trust me to do what they expect
108b	99b	39b[*]	--	I do not know WHY I am supposed to do what they tell me
108c	99c	39c[*]	--	I often count on my parents to solve problems for me
108d	99d	--	--	I think I will be a source of pride to my parents in the future
108e	99e	--	--	My parents get along well with each other
108f	99f	--	--	When I grow up I will have a family similar to my own
109	100	--	--	Ran away from home for a week or longer last two years
ADD1a	ADD1a	--	--	Occasions used LSD in lifetime
ADD1b	ADD1b	--	--	Occasions used LSD in the last year
ADD1c	ADD1c	--	--	Occasions used LSD in the last month
ADD2a	ADD2a	--	--	Occasions used amphetamines in lifetime
ADD2b	ADD2b	--	--	Occasions used amphetamines in the last year
ADD2c	ADD2c	--	--	Occasions used amphetamines in the last month
ADD3a	ADD3a	--	--	Someone I know started using illegal drugs
ADD3b	ADD3b	--	--	Someone offered to sell me illegal drugs
ADD3c	ADD3c	--	--	A member of my family used illegal drugs
ADD3d	ADD3d	--	--	A member of my family was in a rehabilitation program

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[*] Question is not identical across survey instruments, but may be made comparable by collapsing response categories.

Appendix F

Record Layout for NELS:88

First Follow-Up Dropout Data Tape

NELS:88 FIRST FOLLOW-UP DROPOUT QUESTIONNIARE

Variable Name	Position
STU_ID	1-7
F1D5	8-8
F1D6A	9-9
F1D6B	10-10
F1D6C	11-11
F1D6D	12-12
F1D6E	13-13
F1D6F	14-14
F1D6G	15-15
F1D6H	16-16
F1D6I	17-17
F1D6J	18-18
F1D6K	19-19
F1D6L	20-20
F1D6M	21-21
F1D6N	22-22
F1D6O	23-23
F1D6P	24-24
F1D6Q	25-25
F1D6R	26-26
F1D6S	27-27
F1D6T	28-28
F1D6U	29-29
F1D7MNTH	30-31
F1D7YEAR	32-32
F1D8	33-33
F1D9	34-34
F1D11	35-35
F1D12A	36-36
F1D12B	37-37
F1D12C	38-38
F1D12D	39-39
F1D12E	40-40
F1D12F	41-41
F1D12G	42-42
F1D12H	43-43
F1D12I	44-44
F1D12J	45-45
F1D12K	46-46
F1D12L	47-47
F1D12M	48-48
F1D12N	49-49
F1D12O	50-50
F1D13A	51-51

Variable Name	Position
F1D13B	52-52
F1D13C	53-53
F1D13D	54-54
F1D14A	55-55
F1D14B	56-56
F1D14C	57-57
F1D14D	58-58
F1D14E	59-59
F1D14F	60-60
F1D14G	61-61
F1D14H	62-62
F1D14I	63-63
F1D14J	64-64
F1D14K	65-65
F1D14L	66-66
F1D14M	67-67
F1D14N	68-68
F1D14O	69-69
F1D14P	70-70
F1D14Q	71-71
F1D14R	72-72
F1D15A	73-73
F1D15B	74-74
F1D15C	75-75
F1D15D	76-76
F1D15E	77-77
F1D15F	78-78
F1D15G	79-79
F1D15H	80-80
F1D16	81-82
F1D17A	83-83
F1D17B	84-84
F1D17C	85-85
F1D17D	86-86
F1D17E	87-87
F1D17F	88-88
F1D17G	89-89
F1D17H	90-90
F1D17I	91-91
F1D17J	92-92
F1D17K	93-93
F1D17L	94-94
F1D17M	95-95
F1D18A	96-97
F1D18B	98-99
F1D18C	100-101

Variable Name	Position
F1D18D	102-103
F1D19	104-105
F1D20	106-107
F1D21A	108-108
F1D21B	109-109
F1D21C	110-110
F1D21D	111-111
F1D21E	112-112
F1D22	113-114
F1D23	115-116
F1D24A	117-117
F1D24B	118-118
F1D24C	119-119
F1D24D	120-120
F1D24E	121-121
F1D25A	122-122
F1D25B	123-123
F1D25C	124-124
F1D25D	125-125
F1D25E	126-126
F1D25F	127-127
F1D25G	128-128
F1D26	129-129
F1D27A	130-130
F1D27B	131-131
F1D27C	132-132
F1D27D	133-133
F1D27E	134-134
F1D27F	135-135
F1D27G	136-136
F1D27H	137-137
F1D27I	138-138
F1D27J	139-139
F1D27K	140-140
F1D27L	141-141
F1D27M	142-142
F1D28A	143-143
F1D28B	144-144
F1D28C	145-145
F1D28D	146-146
F1D28E	147-147
F1D28F	148-148
F1D28G	149-149
F1D28H	150-150
F1D28I	151-151
F1D28J	152-152

Variable Name	Position
F1D28K	153-153
F1D29A	154-154
F1D29B	155-155
F1D29C	156-156
F1D29D	157-157
F1D29E	158-158
F1D29F	159-159
F1D29G	160-160
F1D29H	161-161
F1D29I	162-162
F1D29J	163-163
F1D29K	164-164
F1D29L	165-165
F1D30A	166-166
F1D30B	167-167
F1D30C	168-168
F1D30D	169-169
F1D30E	170-170
F1D30F	171-171
F1D30G	172-172
F1D30H	173-173
F1D30I	174-174
F1D30J	175-175
F1D30K	176-176
F1D30L	177-177
F1D30M	178-178
F1D31A	179-179
F1D31B	180-180
F1D31C	181-181
F1D31D	182-182
F1D31E	183-183
F1D31F	184-184
F1D31G	185-185
F1D31H	186-186
F1D31I	187-187
F1D31J	188-188
F1D31K	189-189
F1D31L	190-190
F1D31M	191-191
F1D31N	192-192
F1D31O	193-193
F1D31P	194-194
F1D31Q	195-195
F1D32A	196-196
F1D32B	197-197
F1D32C	198-198

Variable Name	Position
F1D32D	199-199
F1D32E	200-200
F1D32F	201-201
F1D32G	202-202
F1D32H	203-203
F1D32I	204-204
F1D33A	205-205
F1D33B	206-206
F1D33C	207-207
F1D33D	208-208
F1D33E	209-209
F1D33F	210-210
F1D33G	211-211
F1D33H	212-212
F1D34A	213-213
F1D34B	214-214
F1D34C	215-215
F1D34D	216-216
F1D34E	217-217
F1D34F	218-218
F1D34G	219-219
F1D34H	220-220
F1D34I	221-221
F1D34J	222-222
F1D34K	223-223
F1D34L	224-224
F1D34M	225-225
F1D34N	226-226
F1D34O	227-227
F1D34P	228-228
F1D35A	229-230
F1D35B	231-232
F1D36A	233-233
F1D36B	234-234
F1D36C	235-235
F1D36D	236-236
F1D36E	237-237
F1D36F	238-238
F1D36G	239-239
F1D36H	240-240
F1D36I	241-241
F1D36J	242-242
F1D36K	243-243
F1D36L	244-244
F1D36M	245-245
F1D37A	246-247

Variable Name	Position
F1D37B	248-249
F1D38	250-251
F1D39	252-253
F1D40	254-255
F1D41	256-256
F1D42	257-258
F1D42A	259-259
F1D42BA	260-260
F1D42BB	261-261
F1D42BC	262-262
F1D42BD	263-263
F1D43A	264-264
F1D43B	265-265
F1D43C	266-266
F1D43D	267-267
F1D44A	268-268
F1D44B	269-269
F1D44C	270-270
F1D44D	271-271
F1D45	272-272
F1D46A	273-273
F1D46B	274-274
F1D46C	275-275
F1D46D	276-276
F1D46E	277-277
F1D46F	278-278
F1D46G	279-279
F1D46H	280-280
F1D46I	281-281
F1D46J	282-282
F1D46K	283-283
F1D46L	284-284
F1D46M	285-285
F1D46N	286-286
F1D47A	287-288
F1D47B	289-290
F1D47C	291-292
F1D47D	293-294
F1D47E	295-296
F1D47F	297-298
F1D47G	299-300
F1D47H	301-302
F1D47I	303-304
F1D47J	305-306
F1D47K	307-308
F1D47L	309-310

Variable Name	Position
F1D47M	311-312
F1D47N	313-314
F1D47O	315-316
F1D47P	317-318
F1D47Q	319-320
F1D47R	321-322
F1D47S	323-324
F1D47T	325-326
F1D47U	327-328
F1D48A	329-329
F1D48B	330-330
F1D48C	331-331
F1D48D	332-332
F1D48E	333-333
F1D48F	334-334
F1D48G	335-335
F1D48H	336-336
F1D48I	337-337
F1D48J	338-338
F1D48K	339-339
F1D48L	340-340
F1D49	341-341
F1D50	342-342
F1D51	343-343
F1D52	344-344
F1D53A	345-345
F1D53B	346-346
F1D53C	347-347
F1D53D	348-348
F1D53E	349-349
F1D53F	350-350
F1D53G	351-351
F1D53H	352-352
F1D53I	353-353
F1D53J	354-354
F1D53K	355-355
F1D53L	356-356
F1D54	357-357
F1D55	358-358
F1D56	359-359
F1D57	360-360
F1D58A	361-361
F1D58B	362-362
F1D58C	363-363
F1D58D	364-364
F1D58E	365-365

Variable Name	Position
F1D58F	366-366
F1D58G	367-367
F1D59A	368-368
F1D59B	369-369
F1D59C	370-370
F1D59D	371-371
F1D59E	372-372
F1D59F	373-373
F1D59G	374-374
F1D59H	375-375
F1D59I	376-376
F1D59J	377-377
F1D59K	378-378
F1D60	379-380
F1D61	381-381
F1D62	382-382
F1D63	383-383
F1D63OMO	384-385
F1D63ODA	386-387
F1D63OYR	388-389
F1D63YMO	390-391
F1D63YDA	392-393
F1D63YYR	394-395
F1D63B	396-396
F1D64	397-398
F1D65A	399-399
F1D65B	400-400
F1D65C	401-401
F1D65D	402-402
F1D65E	403-403
F1D65F	404-404
F1D65G	405-405
F1D66	406-407
F1D67A	408-408
F1D67B	409-409
F1D67C	410-410
F1D68	411-412
F1D69AA	413-413
F1D69AB	414-414
F1D69AC	415-415
F1D69BA	416-416
F1D69BB	417-417
F1D69BC	418-418
F1D70	419-420
F1D71	421-422
F1D72	423-423

Variable Name	Position	
F1D73	424-424	
F1D74	425-425	
F1D75	426-427	
F1D76	428-429	
F1D77	430-431	
F1D78	432-437	2
F1D79A	438-438	
F1D79B	439-439	
F1D79C	440-440	
F1D79D	441-441	
F1D79E	442-442	
F1D80	443-443	
F1D81A	444-444	
F1D81B1	445-445	
F1D81B2	446-446	
F1D81B3	447-447	
F1D81B4	448-448	
F1D81B5	449-449	
F1D81B6	450-450	
F1D81B7	451-451	
F1D81B8	452-452	
F1D81B9	453-453	
F1D82	454-454	
F1D83	455-455	
F1D84BRO	456-457	
F1D84SIS	458-459	
F1D85BRO	460-461	
F1D85SIS	462-463	
F1D86A	464-464	
F1D86B	465-465	
F1D86C	466-466	
F1D86D	467-467	
F1D86E	468-468	
F1D86F	469-469	
F1D86G	470-470	
F1D86H	471-471	
F1D86I	472-472	
F1D87A	473-474	
F1D87B	475-476	
F1D87C	477-478	
F1D87D	479-480	
F1D87E	481-482	
F1D87F	483-484	
F1D87G	485-486	
F1D88	487-487	
F1D89	488-488	

Variable Name	Position
F1D90	489-489
F1D91	490-491
F1D92	492-492
F1D93A	493-493
F1D93B	494-494
F1D93C	495-495
F1D93D	496-496
F1D93E	497-497
F1D93F	498-498
F1D93G	499-499
F1D93H	500-500
F1D93I	501-501
F1D94A	502-502
F1D94B	503-503
F1D94C	504-504
F1D94D	505-505
F1D94E	506-506
F1D94F	507-507
F1D94G	508-508
F1D94H	509-509
F1D94I	510-510
F1D94J	511-511
F1D94K	512-512
F1D94L	513-513
F1D94M	514-514
F1D94N	515-515
F1D94O	516-516
F1D94P	517-517
F1D94Q	518-518
F1D94R	519-519
F1D94S	520-520
F1D95A	521-521
F1D95B	522-522
F1D95C	523-523
F1D95D	524-524
F1D96	525-525
F1D97A	526-526
F1D97B	527-527
F1D97C	528-528
F1D98A	529-529
F1D98B	530-530
F1D98C	531-531
F1D98D	532-532
F1D98E	533-533
F1D98F	534-534
F1D98G	535-535

Variable Name	Position	
F1D99A	536-537	
F1D99B	538-539	
F1D99C	540-541	
F1D99D	542-543	
F1D99E	544-545	
F1D99F	546-547	
F1D100	548-548	
F1D101	549-549	
F1D101MO	550-551	
F1D101DA	552-553	
F1D101YR	554-555	
F1QWT	556-565	4
F1PNLWT	566-575	4
F1QFLG	576-576	
F1BYQFLG	577-577	
F1PANFLG	578-578	
F1TXFLG	579-579	
F1NSSFLG	580-580	
F1SMPFLG	581-581	
F1STAT	582-583	
F1SRVMTH	584-585	
F1DOSTAT	586-586	
F1SEX	587-587	
F1RACE	588-588	
F1API	589-589	
F1SES	590-594	3
F1SESQ	595-595	
F1PARED	596-597	
F1LOCUS1	598-601	2
F1LOCUS2	602-605	2
F1LOCU2Q	606-606	
F1CNCPT1	607-610	2
F1CNCPT2	611-614	2
F1CNCP2Q	615-615	
F1BIRTHM	616-617	
F1BIRTHY	618-619	
F1DRPS89	620-620	
F1DRPF89	621-621	
F1DRPS90	622-622	
F1HSPROG	623-623	
FAMCOMP	624-625	
F1TXRIRR	626-629	2
F1TXRSTD	630-633	2
F1TXRQ	634-634	
F1TXRG	635-639	2
F1TXMIRR	640-643	2

Variable Name	Position	
F1TXMSTD	644-647	2
F1TXMQ	648-648	
F1TXMG	649-653	2
F1TXSIRR	654-657	2
F1TXSSTD	658-661	2
F1TXSQ	662-662	
F1TXSG	663-667	2
F1TXHIRR	668-671	2
F1TXHSTD	672-675	2
F1TXHQ	676-676	
F1TXHG	677-681	2
F1TXCOMP	682-685	2
F1TXQURT	686-686	
F1TXRPL1	687-687	
F1TXRPL2	688-688	
F1TXRPRO	689-689	
F1TXRPP1	690-692	2
F1TXRPP2	693-695	2
F1TXRGP1	696-699	2
F1TXRGP2	700-703	2
F1TXMPL1	704-704	
F1TXMPL2	705-705	
F1TXMPL3	706-706	
F1TXMPL4	707-707	
F1TXMPRO	708-708	
F1TXMPP1	709-711	2
F1TXMPP2	712-714	2
F1TXMPP3	715-717	2
F1TXMPP4	718-720	2
F1TXMGP1	721-724	2
F1TXMGP2	725-728	2
F1TXMGP3	729-732	2
F1TXMGP4	733-736	2
F1N2	737-737	
F1N4	738-738	
F1N5A	739-739	
F1N5B	740-741	
F1N6	742-742	
F1N7A	743-743	
F1N7B	744-745	
F1N8A	746-746	
F1N8B	747-748	
F1N8C	749-749	
F1N9	750-750	
F1N10	751-751	
F1N11	752-752	

Variable Name	Position
F1N12	753-754
F1N13	755-756
F1N14	757-758
F1N15	759-760
F1N16A	761-761
F1N16B	762-762
F1N16C	763-763
F1N16D	764-764
F1N17A	765-765
F1N17B	766-766
F1N17C	767-767
F1N17D	768-768
F1N18	769-769
F1N19A	770-770
F1N19B	771-771
F1N19C	772-772
F1N19D	773-773
F1N19E	774-774
F1N19F	775-775
F1N19G	776-776
F1N19H	777-777
F1N19I	778-778
F1N19J	779-779
F1N20A	780-781
F1N20B	782-783
F1N21A	784-784
F1N21B	785-785
F1N21C	786-786
F1N21D	787-787
F1N21E	788-788
F1N21F	789-789
F1N21G	790-790
F1N21H	791-791
F1N21I	792-792
F1N21J	793-793
F1N21K	794-794
F1N21L	795-795
F1N21M	796-796
F1N21N	797-797
F1N21O	798-798
F1N21P	799-799
F1N22	800-800
F1N22A	801-801
F1N22B	802-802
F1N22C	803-803
F1N22D	804-804

Variable Name	Position	
F1N22E	805-805	
F1N22F	806-806	
F1N22G	807-807	
F1N22H	808-808	
F1N22I	809-809	
F1N22J	810-810	
F1N22K	811-811	
F1DAJFLG	812-812	
F1DQAJWT	813-822	4
F1DPAJWT	823-832	4

Appendix G

NELS:88 Base Year (BY) Student Data Weights, Flags, and Composite Variables

Each base year weight, flag, and composite variable is defined below and shown in the order in which it appears on the data tape. See Section 3.2 of this manual for a discussion of weights and Chapter VII for a brief discussion of flags and composite variables. Composites were constructed using all four components of the base year survey. Variable names indicate from which file values were taken: BYS for base year student, BYP for base year parent, BYT for base year teacher, and BYSC for base year school.

Weight

BYQWT was calculated from the design weight (RAWWT) for the student questionnaire adjusted for the fact that some of the selected students did not complete the questionnaire. RAWWT is the reciprocal of the conditional selection probability for the student, given that the school was selected into the base year sample, multiplied by his or her school's design weight.

Flags

The following flags indicate the completion or not of specified instruments for students who completed the student questionnaire. A value of 1 or 2 specifies that the instrument was completed, 0 that it was not.

BYTEQFLG	2 = Two teacher questionnaires completed 1 = One teacher questionnaire completed 0 = Did not have either teacher questionnaire completed
BYPAQFLG	1 = A parent questionnaire completed 0 = Did not have parent questionnaire completed
BYTXPAFG	1 = Student completed the tests and had a parent questionnaire completed 0 = Did not complete the test and have a parent questionnaire completed
BYTEPAFG	1 = Had a parent questionnaire completed and at least one teacher questionnaire completed 0 = Did not have a parent questionnaire completed and at least one teacher questionnaire completed
BYTXFLG	1 = Student completed the tests 0 = Did not complete the tests
BYADMFLG	1 = The administrator completed a school questionnaire 0 = A school questionnaire was not completed

BYIEPFLG indicates if the student is in an Individualized Education Program.

The values for BYIEPFLG are:

1 = The student had on file an Individualized Education Program and was reported to the Department of Education as belonging to one of the following handicap categories: deaf, hard of hearing, deaf-blind, or multiple handicap (only if hard of hearing was included as one of his or her impairments); AND the student is currently mainstreamed with regular hearing eighth grade students for English or mathematics classes

0 = Did not satisfy the above criteria

Composites

G8TYPE classifies the type of school by the grades spanned. It was coded using school data first. After the unique patterns of grade spans were determined, they were collapsed, creating the following categories. For example, G8TYPE = 1 includes schools that start with either pre-kindergarten, kindergarten, or grade 1 and that end with grade 8.

The responses to BYSC1A-N were compared to established patterns to determine the appropriate grade span category. If G8TYPE was missing, then it was coded using the QED (Quality Education Data) file as a second source.

The values for G8TYPE are:

1 = P or K or 1 through 8
2 = P or K or 1 through 12
3 = 6 or 7 or 8 through 12
4 = 3 or 4 or 5 through 8
5 = 6 through 8
6 = 7 through 8
7 = 7 through 9/8 through 9
8 = Missing

G8CTRL classifies the type of school into public, Catholic, other religious, and nonsectarian private schools, as reported by the school administrator. The classification was collapsed from BYSC4. A few non-Catholic private schools were contacted to confirm their designation.

The values for G8CTRL are:

1 = Public school
2 = Catholic school
3 = Private school, other religious affiliation
4 = Private school, no religious affiliation

This is the sole school control variable on the public release files; however, an alternative school control variable appears only on the restricted use files. The restricted use variable embraces the following four schol control sectors: public school, Catholic school, private school that is a member of the National Association of Independent Schools (NAIS), and all other private schools.

BYSCENRL categorizes the entire school enrollment as reported by the school. The values were created by collapsing the data from BYSC2 into categories. Missing data were then imputed from the actual enrollment reported on the QED file.

The values for BYSCENRL are:

1 = 1-199 students
2 = 200-399
3 = 400-599
4 = 600-799
5 = 800-999
6 = 1000-1199
7 = 1200+

G8ENROL categorizes the eighth grade enrollment as reported by the school. The values were created by collapsing the data from BYSC3 into categories. Missing data were then imputed from the QED file for eighth grade schools.

The values for G8ENROL are:

1 = 1-49 students
2 = 50-99
3 = 100-199
4 = 200-299
5 = 300-399
6 = 400+

G8URBAN classifies the urbanicity of the student's school. It was created directly from QED (Quality Education Data) data (position 199-199). The classifications are the Federal Information Processing Standards as used by the U.S. Census. Classifications reflect the sample school's metropolitan status at the time of the 1980 decennial census.

The values for G8URBAN are:

1 = Urban -- central city
2 = Suburban -- area surrounding a central city within a county constituting
the MSA (Metropolitan Statistical Area)
3 = Rural -- outside MSA

G8REGON indicates in which of the four U.S. Census regions the school is located. It was created by recoding the sampled state of the eighth grade school into the four Census Bureau regions. For confidentiality reasons, this value was set to missing in rare instances.

The values for G8REGON are:

1 = Northeast -- New England and Middle Atlantic states
2 = North Central -- East North Central and West North Central states
3 = South -- South Atlantic, East South Central, and West South Central states
4 = West -- Mountain and Pacific states
8 = Missing

G8MINOR reflects the percentage of minority students in the eighth grade reported by the school. It was constructed by adding nonreserve code values of BYSC13A-D and categorizing the result. If the school questionnaire was missing or if BYSC13A-D was missing, G8MINOR was set to missing.

The values for G8MINOR are:

0 = None
1 = 1-5%
2 = 6-10%
3 = 11-20%
4 = 21-40%
5 = 41-60%
6 = 61-90%G8
7 = 91-100%
8 = Missing

G8LUNCH categorizes the percentage of free or reduced price lunch at the school calculated from the school questionnaire. It was constructed by dividing BYSC16A by BYSC2, multiplying by 100, rounding to the nearest whole number and coding the result. If the school questionnaire was missing or if BYSC16A was missing, G8LUNCH was set to missing.

The value for G8LUNCH are:

0 = None
1 = 1-5%
2 = 6-10%
3 = 11-20%
4 = 21-30%
5 = 31-50%
6 = 51-75%
7 = 76-100%
8 = Missing

NOMSECT is the classification of the school the student expected to attend for tenth grade. The student response to BYS13 was assigned a Permanent Identification Number from the QED (Quality Education Data) directory. This link to the QED data was then used to assign a value of public, Catholic, or other private to the first nominated tenth grade school.

The values for NOMSECT are:

1 = Public school
2 = Catholic school
3 = Other private school
8 = Missing, the student did not answer BYS13 or the school nominated could not be linked to data from QED

SEX was taken first from the "Your Background" (BYS12) section of the student questionnaire. If this source was missing or not available, then the value of the variable SEX assigned on the school roster was used. If SEX was still missing, it was imputed from the respondent's name. On any records for which this could not be done unambiguously, this variable had a value of 1 or 2 randomly assigned.

The values for SEX are:

1 = Male
2 = Female

RACE was constructed from BYS31A. In the data quality review, one correctable problem was found. Frequencies of students' reports of their ethnicity indicated that a number of students may have incorrectly used the American Indian/Alaskan Native category. Crosstabulations of students' self-categorization with parents' self-categorization indicated that roughly 60 percent of the 924 students who said they were American Indian or Alaskan Native had parents who classified themselves as "white, not Hispanic". While parent-student ethnicity reports logically need not match--the one parent or step-parent interviewed represents, after all, only a part of the child's racial-ethnic background--empirically, one would not expect so large a discrepancy if the race-ethnicity item were working well.

One hypothesis was that students were confused by the "white, not of Hispanic origin" category and were drawn to the "American" in American Indian. This hypothesis was tested by calling a random sample of students' parents and asking the parents to verify the race/ethnicity of the child. The parent was not told how the child had actually responded. The parent was asked to use the eighth grader, rather than self, as the reference point.

One hundred parents were interviewed about the race and ethnic background of their child. Ninety-three of the parents said their child was "white, not of Hispanic origin." Six parents said that their child was "American Indian or Alaskan Native," and one parent indicated that the child was "black, not of Hispanic origin." In the base year field test, race/ethnicity and parent occupation were found to be among the most difficult questions for eighth graders to answer.

On the basis of these findings, it was decided to recode the 625 students who responded "American Indian or Alaskan Native" and whose parent responded "white, not Hispanic" to BYP10 to "white, not Hispanic" for this composite. BYS31A was left unchanged so that the analyst has access to the actual respondent data.

Included in "missing" are 49 students who used more than one of the five race categories and then, in the course of the critical item edit, declined to narrow their choice to one response option, usually contending that their multiple racial membership was central to their identity and experience. In a sense, race data for these students are not truly missing. For Hispanic race, following the recent example of the U.S. Census, we provided an "other race" category and it was used in preference to black or white by nearly a third of the Hispanics in the sample. One could argue that the 49 students who insisted on the use of multiple race categories should be assimilated to a "race = other" category; this was not however done in the base year data. One could also argue that these cases might be resolved by decision rules as to which race to choose (say, white plus a minority race, always classify as minority; or choose one of the selected classifications randomly; or rely on observer [interviewer] classification of the individual). However, it was our feeling that forcing students into one category when they had explicitly refused to choose a single category when requested to do so could not be appropriate. In legal fact, each respondent has the right to later view, and amend, his or her responses. To change that response in the editing process to a category that respondent explicitly rejected as a legitimate characterization of her/himself might be seen as a violation of the ethical contract between the voluntary respondent and those conducting the survey. The 49 cases therefore appear as missing in the race composite.

The values for RACE are:

1 = Asian or Pacific Islander
2 = Hispanic, regardless of race
3 = Black, not of Hispanic origin
4 = White, not of Hispanic origin
5 = American Indian or Alaskan Native
8 = Missing, BYS31A was not answered or
more than one race category was chosen

HISP characterizes the Hispanic subgroup to which the student belongs. If BYS31A was equal to 1, 3, 4, or 5, then this variable was coded "0." If BYS31A was either 2 or a reserve code, then the value for BYS31C was checked. If BYS31C contained a valid value (not a reserve code) of 1-4, then that value was assigned to HISP; otherwise this variable was coded "8."

The values for HISP are:

0 = non-Hispanic
1 = Mexican, Mexican-American, Chicano
2 = Cuban
3 = Puerto Rican
4 = Other Hispanic
8 = Missing

API specifies to which Asian or Pacific Island group the student belongs. If BYS31A was equal to 2, 3, 4, or 5, then this variable was coded "00." If BYS31A was either 1 or a reserve code, then the value for BYS31B was checked. If BYS31B contained a valid value (not a reserve code) of 01-10, then that value was assigned to API; otherwise this variable was coded "98." Note that only groups 01-06 were oversampled for inclusion in the OBEMLA supplement.

The values for API are:

00 = non-API
01 = Chinese
02 = Filipino
03 = Japanese
04 = Korean
05 = Southeast Asian
06 = Pacific Islander
07 = South Asian
08 = West Asian
09 = Middle Eastern
10 = Other Asian
98 = Missing

Value 01-06 and 10 correspond to "Asian" on the HS&B composite race variable; 01-07 and 10 to "Asian" by the 1990 Census definition. In HS&B, 07-09 were explicitly or implicitly assimilated to "white".

HEARIMP[1] classifies the student as either hearing-impaired or not. It was constructed by initializing HEARIMP to 0 and then setting it to 1 if either of the following criteria were met:

1. If the student had on file an Individualized Education Program and was reported to the Department of Education as belonging to one of the following handicap categories: deaf, hard-of-hearing, deaf-blind, or multiple handicap (only if hard-of-hearing was included as one of his or her impairments); AND the student is currently mainstreamed with regular hearing eighth grade students for English or mathematics classes (BYIEPFLG=1).

2. If, in the course of drawing up the roster of students for the school or in administering the instruments, project staff determined that any student satisfied only one of the requirements listed above, BYIEPFLG was set to 0 and that student was listed as part-eligible. This part-eligible list was used to set HEARIMP to 1.

3. If the parent reported a problem (BYP47B=1 or BYP47C=1 or BYP48B=1 or BYP48C=1). Please note that if HEARIMP is set to 1 because of satisfying criterion 3, the student may have been impaired in the past without necessarily being so in the present.

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[1] Note that the frequency of reported impairment or handicap was influenced by the eligibility criteria and participation patterns, which tended to eliminate more severely impaired or handicapped students. Please see Section 2.1.1 of the *NELS:88 Base Year Sample Design Report* for details.

The values for HEARIMP are:

0 = Not reported as hearing-impaired
1 = Hearing-impaired

HANDPAST[1] was constructed from responses on the parent questionnaire and indicates whether the student has ever participated in a program for the handicapped.

The values for HANDPAST are:

0 = Not past handicap program recipient (BYP48A through BYP48J are 0)
1 = Past handicap program recipient (if any BYP48A through BYP48J = 1)
8 = Missing, no parent questionnaire, or BYP48A through BYP48J are missing

BYHANDPR[2] was constructed from responses on the parent questionnaire and indicates whether the student is currently participating in a program for the orthopedically handicapped or learning disabled.

The values for BYHANDPR are:

0 = Not current program participant (BYP49C and BYP49D are 0)
1 = Current program recipient for orthopedically handicapped or learning disabilities. (BYP49C or BYP49D = 1)
8 = Missing, no parent questionnaire or BYP49C and BYP49D are missing

BYHANDTR[2] was constructed from responses on the teacher questionnaire(s) and indicates whether at least one teacher reports a handicap that interferes with school performance.

The values for BYHANDTR are:

0 = Neither teacher reported any handicaps interfering with school performance (BYT1_10 is 0)
1 = Either teacher reports a handicap (BYT1_10 is 1)
8 = Missing, no teacher questionnaire or BYT1_10 is missing

BIRTHMO was taken directly from BYS11 of the student questionnaire. Its range is 1-12, with 98 indicating missing.

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[2] See footnote 1.

BIRTHYR was coded from BYS11 of the student questionnaire. All values less than 72 were set to 72 and all values greater than 75 were set to 75.

72 = 1972 or before
73 = 1973
74 = 1974
75 = 1975 or after
98 = Missing

BYLOCUS1 was designed to be as comparable as possible with HS&B and NLS-72 data. Locus of control items are all in student question 44. They are BYS44B, BYS44C, BYS44F, BYS44G, BYS44K, and BYS44M. Three of these items are comparable to HS&B and NLS-72 items. They are BYS44C, BYS44F, and BYS44G. It is important to note that while these are comparable, they are not always identical. For the user's convenience, the NELS:88 items appear below along with the HS&B and NLS-72 items, which appear in parentheses.

BYS44C: In my life, good luck is more important than hard work for success. (Good luck is more important than hard work for success.)

BYS44F: Every time I try to get ahead, something or somebody stops me. (Text identical.)

BYS44G: My plans hardly ever work out, so planning only makes me unhappy. (Planning only makes a person unhappy, since plans hardly ever work out anyway.)

NO COMPARABLE NELS:88 ITEM. (People who accept their condition in life are happier than those who try to change things.)

Each of the above three items was standardized separately to a mean of zero and a standard deviation of 1 using BYQWT. All nonmissing components were averaged. Any student missing all components was assigned a missing value (8).

The actual range for BYLOCUS1 is -3.01 through 1.52, from low to high control; 99.98 indicates missing.

BYLOCU1T is the tertile into which BYLOCUS1 falls. It was constructed by recoding BYLOCUS1 into three categories (low, medium, and high), based on the weighted, BYQWT, marginal distribution.

The values for BYLOCU1T are:

1 = Tertile 1 Low
2 = Tertile 2 Medium
3 = Tertile 3 High
8 = Missing

BYLOCUS2 is the composite of the locus of control items in student question 44. They are BYS44B, BYS44C, BYS44F, BYS44G, BYS44K, and BYS44M. BYS44K is a reverse scoring item so the values were reversed before performing computations. Each of these six items was standardized separately to a mean of zero and a standard deviation of 1 using BYQWT. All nonmissing components were averaged. Any student missing all components was assigned a missing value (8).
The actual range for BYLOCUS2 is -3.01 through 1.52, from low to high control; 99.98 indicates missing.

BYLOCU2T is the tertile into which BYLOCUS2 falls. It was constructed by recoding BYLOCUS2 into three categories (low, medium, and high), based on the weighted, BYQWT, marginal distribution.

The values for BYLOCU2T are:

1 = Tertile 1 Low
2 = Tertile 2 Medium
3 = Tertile 3 High
4 = Missing

BYCNCPT1 was designed to be as comparable as possible with HS&B and NLS-72 data. Self-concept items are all in student question 44. They are BYS44A, BYS44D, BYS44E, BYS44H, BYS44I, BYS44J, and BYS44L. Four of these items are comparable to HS&B and NLS-72 items. They are BYS44A, BYS44D, BYS44E, and BYS44H. These same four items are all reverse scoring items so the values were reversed before performing computations. It is important to note that while comparable, they are not always identical. For the user's convenience, the NELS:88 items appear below along with the HS&B and NLS-72 items which appear in parentheses.

BYS44A: I feel good about myself. (I take a positive attitude toward myself.)

BYS44D: I feel I am a person of worth, the equal of other people. (I feel I am a person of worth, on an equal plane with others.)

BYS44E: I am able to do things as well as most other people. (Text identical.)

BYS44H: On the whole, I am satisfied with myself. (Text identical.)

Each of the above four items was standardized separately to a mean of zero and a standard deviation of 1 using BYQWT. All nonmissing components were averaged. Any student missing all components was assigned a missing value (8).

The actual range for BYCNCPT1 is -3.61 through 1.15, from low to high esteem; 99.98 indicates missing.

BYCNCP1T is the tertile into which BYCNCPT1 falls. It was constructed by recoding BYCNCPT1 into three categories (low, medium, and high), based on the weighted, BYQWT, marginal distribution.

The values for BYCNCP1T are:

1 = Tertile 1 Low
2 = Tertile 2 Medium
3 = Tertile 3 High
8 = Missing

BYCNCPT2 is the composite of the self-concept items in student question 44. They are BYS44A, BYS44D, BYS44E, BYS44H, BYS44I, BYS44J, and BYS44L. BYS44A, BYS44D, BYS44E, and BYS44H are reverse scoring items so the values were reversed before performing computations. Each of the above seven items was standardized separately to a mean of zero and a standard deviation of 1 using BYQWT. All non-missing components were averaged. Any student missing all components was assigned a missing value (8).

The actual range for BYCNCPT2 is -3.61 through 1.25, from low to high esteem; 99.98 indicates missing.

BYCNCP2T is the tertile into which BYCNCPT2 falls. It was constructed by recoding BYCNCPT2 into three categories (low, medium, and high), based on the weighted, BYQWT, marginal distribution.

The values for BYCNCP2T are:

1 = Tertile 1 Low
2 = Tertile 2 Medium
3 = Tertile 3 High
8 = Missing

BYSES was constructed using the following parent questionnaire data: father's education level, mother's education level, father's occupation, mother's occupation, and family income (data coming from BYP30, BYP31, BYP34B, BYP37B, and BYP80). Education-level data were recoded as for the composite BYPARED (with the exception of category "7," which was coded as missing for BYSES calculations; see BYPARED). Occupational data were recoded using the Duncan SEI scale as used in HS&B. Each nonmissing component (after any necessary recoding) was standardized to a mean of 0 and a standard deviation of 1. Nonmissing standardized components were averaged yielding the BYSES composite. The parent data were used to construct BYSES if at least one component was not missing.

For cases where all parent data components were missing (8.1 percent of the participants), student data were used to compute the BYSES. The first four components from the student data are the same as the components used from parent data (i.e., educational-level data, BYS34A and BYS34B, similarly recoded; occupational data, BYS4B and BYS7B of student questionnaire part one, also recoded). The fifth component for BYSES from the student data consisted of summing the non-missing household items listed at BYS3A-P (after recoding "Not Have Item" from "2" to "0"), calculating a simple mean of these items, and then standardizing this mean. If eight or more BYS35A-P were nonmissing this component was computed; otherwise it was set to missing. All components coming from student data were standardized. Nonmissing standardized components were averaged, yielding the BYSES composite for those cases where parent data were either missing or not available. The student data were used to construct BYSES if all components based on parent data were missing and at least one component based on student data was not missing. Otherwise BYSES was set to missing.

The actual range for BYSES is -2.97 through 2.56, with 99.998 indicating missing.

BYSESQ is the quartile into which BYSES falls. It was constructed by recoding BYSES into quartiles based on the weighted, BYQWT, marginal distribution.

The values for BYSESQ are:

1 = Quartile 1 Low
2 = Quartile 2
3 = Quartile 3
4 = Quartile 4 High
8 = Missing

BYPARED characterizes the level of education attained by either of the parents of the student. It was constructed using parent questionnaire data (BYP30 and BYP31). Student data (BYS34A and BYS34B) were used whenever parent data were either missing or not available. If both parent and student data were missing, BYPARED was assigned a value of missing. Highest valid value for a given source became BYPARED. The following table shows the relationships between what was reported on the parent and student questionnaires and the value assigned to the variable BYPARED.[3]

BYPARED	Parent Qx	Student Qx	Label
1	1, 2	1	Did not finish high school
2	3, 4	2	High school grad or GED
3	5-10	3, 4	gt H.S. & lt 4 year degree
4	11	5	College graduate
5	12	6	M.A. or equivalent
6	13	7	Ph.D., M.D., other
7	-	8	Don't know
8			Missing

BYFAMSIZ reports estimated family size. It was computed using both the parent and student questionnaires. If all of BYS8A-I were reserved codes, then BYFAMSIZ was coded as missing. Otherwise, the number was 1 for the respondent plus an estimate for the number of siblings (detailed below) plus the number of family members other than siblings as marked in items BYS8A-D and BYS8G-I. (This procedure counts only one person each for BYS8G-I, even if more than one person in each category lives in the household.) The first reference used for the number of siblings is BYP3B. If that is a reserve code, then BYS32 is used instead. If neither BYP3B or BYS32 listed any siblings, then one sibling is counted for each item marked in BYS8E and BYS8F as a final source. All values of BYFAMSIZ that are greater than nine were set to 10, creating the end value of 10, which means 10 or more.

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[3] Of the 478 cases assigned a BYPARED value of seven, it was found that 241 were misclassified. The values for these 241 cases were corrected in the first follow-up; the corrected figures are reported in the codebooks released with this manual.

The values for BYFAMSIZ are:

02-09 = Family size as computed above
10 = Family size computed above is ten or greater
98 = Missing or lives in an undefined situation

BYFCOMP characterizes the family or household composition. It was constructed from the student responses to BYS8A-I.

The values for BYFCOMP are:

1 = Mother and father
2 = Mother and male guardian
3 = Father and female guardian
4 = Mother only
5 = Father only
6 = Other relative or non-relative
8 = Missing, BYS8A-I were all missing

BYPARMAR characterizes the parent's marital status. It was taken directly from BYP7.

The values for BYPARMAR are:

01 = Divorced
02 = Widowed
03 = Separated
04 = Never married
05 = Not married but living in a marriage-like relationship
06 = Married
98 = Missing

BYFAMINC categorizes the family income. It was taken directly from BYP80.

The values for BYFAMINC are:

01 = None
02 = Less than $1,000
03 = $ 1,000-$ 2,999
04 = $ 3,000-$ 4,999
05 = $ 5,000-$ 7,499
06 = $ 7,500-$ 9,999
07 = $ 10,000-$ 14,999

08 = $ 15,000-$ 19,999
09 = $ 20,000-$ 24,999
10 = $ 25,000-$ 34,999
11 = $ 35,000-$ 49,999
12 = $ 50,000-$ 74,999
13 = $ 75,000-$ 99,999
14 = $100,000-$199,999
15 = $200,000 or more
98 = Missing

BYHMLANG characterizes primary language use in the home by differentiating between English or non-English languages, as well as indicating whether the primary language was the only language or the dominant one among several. The classification was made from the student questionnaire data. If no language other than English was spoken (BYS21=2), the student was English Only; if the language usually spoken was English (BYS22=1) but another language was used (BYS23=2 to 96), the student was English Dominant. If another language was usually used (BYS22=2 to 13), then the student was assigned to Non-English Only when no other language was spoken in the home (BYS23=0) or to Non-English Dominant if there was another language used in the home (BYS23=1 to 96).

When the language use cannot be determined from the student questionnaire, data from the parent questionnaire was used to construct the variable. If no language other than English was spoken (BYP22A = 2), the student was English Only; if the language usually spoken was English (BYP23 = 1) but another language was also used (BYP22A = 1), the student was English Dominant. If another language was usually used (BYP22A = 1 and BYP23A > 1), then the student was assigned to Non-English Only if English was not spoken in the home (BYP22B = 2) or to Non-English Dominant if English was also spoken (BYP22B = 1). If language use cannot be determined from either the student or the parent questionnaire, the value was coded missing.

The values for BYHMLANG are:

1 = Non-English Only
2 = Non-English Dominant
3 = English Dominant
4 = English Only
8 = Missing

BYPSEPLN characterizes the postsecondary school plans of the student and was taken directly from BYS45.

The values for BYPSEPLN are:

01 = Won't finish high school
02 = Will graduate from high school but won't go further
03 = Will go to vocational, trade, or business school after high school
04 = Will attend college
05 = Will graduate from college
06 = Will attend a higher level of school after graduating from college
98 = Missing

BYHOMEWK categorizes the number of hours per week spent doing homework as reported by the respondent. It was computed as follows. First, BYS79A through BYS79E were recoded so that:

None = 0
Less than 1 hour = .5
1 = 1, 2 = 2, 3 = 3
4-6 = 5
7-9 = 8
10 or more = 10.

The nonmissing recoded values were summed across subjects and assigned to one of the categories below. If any subjects were missing, then BYHOMEWK was set to missing.

The values for BYHOMEWK are:

01 = None
02 = .50 to 1.99 hours
03 = 2.00 to 2.99
04 = 3.00 to 5.49
05 = 5.50 to 10.49
06 = 10.50 to 12.99
07 = 13.00 to 20.99
08 = 21.00 or more
98 = Missing

BYLEP[4] specifies whether the student had Limited English Proficiency. It was constructed from the student self-evaluation and the teacher evaluations for proficiency in using the English language. BYLEP was set to 1 if the student responded to any of BYS27A, BYS27B, BYS27C, or BYS27D with 4 ("Not very well"), or if either teacher marked yes to BYT1_12, which asks if the student is a Limited English Proficiency student. If both the student responses to BYS27A-D and the teacher response to BYT1_12 were missing, BYLEP was set to missing. It was 0 otherwise.

The values for BYLEP are:

0 = The student is not reported to be Limited English Proficient
1 = The student is self-reported as Limited English Proficient or so reported by one of his or her teachers
8 = Missing

BYLM[3] specifies whether the student was classified as Language Minority (from a home in which a language other than English is typically spoken). If either teacher answered yes to BYT1_11, or if the student response to BYS22 indicated a language other than English was usually spoken in the home

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[4] Note that the frequency of reported English language limitations was influenced by the eligibility criteria and participation patterns which tended to eliminate those with more severe English deficiencies. Please see Section 2.1.1 in the *NELS:88 Base Year Sample Design Report* for details of exclusions from the sample that must be considered when using these flags in analysis.

(values 2-13), the student was classified as Language Minority. If both the student response to BYS22 and his or her teachers' response to BYT1_11 were missing, the value for BYLM was set to missing. It was 0 otherwise.

The values for BYLM are:

0 = The student is not classified Language Minority
1 = The student is classified Language Minority
8 = Missing

It is important to take account of student self-reports of language minority status, since the base year data suggest that teachers underreported the language minority status of Hispanics, Asians, and other groups as well. In general, and unsurprisingly, teachers were best at recognizing a student's language minority status if that student was also limited in English proficiency. Bradby (Language Characteristics and Academic Achievement: A Look At Asian and Hispanic Eighth Graders in NELS:88) found that although 76 percent of Hispanic students indicated that a second language was spoken in the home, only 39 percent were identified by at least one of their teachers as language minority students. Bradby reports that some 73 percent of Asian students reported coming from bilingual homes, but only 27 percent were identified as language minority students by their teachers. Only quite rarely, however, did a teacher indicate that a student was language minority when the student report disagreed.

BYGRADS is an average, with all nonmissing elements equally weighted, of the self-reports for grades over the four subject areas (English, mathematics, science, and social studies). The source is student questionnaire item 81. It was computed by converting the response categories in BYS81A through BYS81D to a five point scale (mostly As = 4, Bs = 3, Cs = 2, Ds = 1, mostly below D = .5, else set 8) and taking the mean of all nonmissing values of these four variables equally weighted. The mean was rounded to one decimal place.

The range for BYGRADS is 0.5-4.0 with 9.8 indicating missing.

BYGRADSQ is the quartile distribution of BYGRADS. It was constructed by recoding BYGRADS into quartiles based on the weighted, using BYQWT, marginal distribution.

The values for BYGRADSQ are:

1 = Quartile 1 Low
2 = Quartile 2
3 = Quartile 3
4 = Quartile 4 High
8 = Missing

Test Results

The following composites (whose variable names begin with BYTX) are based upon the cognitive tests that were given to participating students.

Eight results for each of the base year tests in the four areas of reading, mathematics, science, and social science (history/government) are reported. The convention adopted for these thirty-two variables names is: BYTX (base year test) followed by R for reading, M for mathematics, S for science, and H for history (social science), ending with the results designator NR for number right, NW for number wrong, NNA for number not attempted, FS for formula score, STD for standardized score, IRR for IRT (Item Response Theory)-estimated number right, IRS for IRT-estimated formula score, and Q for quartile (1=low). For example, BYTXSNNA is the number not attempted on the science test. In addition, a standardized test composite for reading and math (BYTXCOMP) and its quartile (BYTXQURT) were constructed.

BYTXRNR Reading Number Right

BYTXRNW Reading Number Wrong

BYTXRNNA Reading Number Not Attempted

BYTXRFS Reading Formula Score

BYTXRSTD Reading Standardized Score

BYTXRIRR Reading IRT-estimated Number Right

BYTXRIRS Reading IRT-Estimated Formula Score

BYTXRQ Reading Quartile (1=low)

BYTXMNR Mathematics Number Right

BYTXMNW Mathematics Number Wrong

BYTXMNNA Mathematics Number Not Attempted

BYTXMFS Mathematics Formula Score

BYTXMSTD Mathematics Standardized Score

BYTXMIRR Mathematics IRT-Estimated Number Right

BYTXMIRS Mathematics IRT-Estimated Formula Score

BYTXMQ Mathematics Quartile (1=low)

BYTXSNR Science Number Right

BYTXSNW Science Number Wrong

BYTXSNNA Science Number Not Attempted

BYTXSFS Science Formula Score

BYTXSSTD Science Standardized Score

BYTXSIRR Science IRT-Estimated Number Right

BYTXSIRS Science IRT-Estimated Formula Score

BYTXSQ Science Quartile (1=low)

BYTXHNR History/Government Number Right

BYTXHNW History/Government Number Wrong

BYTXHNNA History/Government Number Not Attempted

BYTXHFS History/Government Formula Score

BYTXHSTD History/Government Standardized Score

BYTXHIRR History/Government IRT-Estimated Number Right

BYTXHIRS History/Government IRT-Estimated Formula Score

BYTXHQ History/Government Quartile (1=low)

BYTXCOMP Standardized Test Composite (Reading, Math)

BYTXQURT Standardized Test Quartile (1=low)

Two overall ratings are reported that characterize the student's proficiency in reading and mathematics. Proficiency calculations use a refinement of the student weight (BYQWT) that adjusts for the fact that not all students who completed the base year questionnaire completed the cognitive tests.[5] These variable names begin with BYTX for base year test, followed by R for reading or M for mathematics. The variables and their values are as follows.

The values for **BYTXRPRO**, overall reading proficiency, are:

1 = Below Level 1
2 = At Level 1, but below Level 2
3 = Level 2
8 = Missing data

The values for **BYTXMPRO**, overall mathematics proficiency, are:

1 = Below Level 1
2 = At Level 1, but below Level 2 and 3
3 = At Level 1 and 2, but below Level 3
4 = Proficient at all three levels
8 = Missing data

For further information on the algorithms used to compute proficiency scores, see the NELS:88 Base Year Psychometric Report.

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[5] For more detailed information on proficiency scores in mathematics and reading, see the *Psychometric Report for the NELS:88 Base Year Cognitive Test Battery*, which reports proficiency level subscores by subgroups in Chapter 3 and gives the definitions and algorithms used in calculating proficiency scores in Appendix G.

Appendix H

NELS:88 First Follow-Up (F1) Dropout Data Weights, Flags, and Composite Variables

Weights

Two weights were developed for the overall NELS:88 first follow-up data. The first, or *basic*, weight **(F1QWT)** applies to all members of the first follow-up sample who completed a first follow-up questionnaire, regardless of their status during the base year. F1QWT allows projections to the population consisting of all persons who were either in the eighth grade during the 1987-88 school year or in the tenth grade during the 1989-90 school year. This population encompasses both populations of prime analytic interest--the population of 1990 tenth graders (including those who were not eighth graders in 1988) and the 1988 eighth grade population (excluding any additional 1990 tenth graders). By selecting the appropriate sample members, analysts can use this basic weight to make unbiased projections to the first of these populations (i.e., 1990 tenth graders). Because the first follow-up sample encompassed two different groups of individuals--1988 eighth graders deemed eligible for the base year survey, and 1990 tenth graders who were not in the eighth grade in 1988--the calculation of F1QWT required different procedures for each of the groups.

The second, or *panel*, weight **(F1PNLWT)** applies to all members of the first follow-up sample with complete data from both rounds of the study. The panel weight can be used to make projections to the other key analytic population--1988 eighth graders (excluding those ineligible for base year data collection). The same procedures used in developing the basic first follow-up weight for 1988 eighth graders selected for the base year sample were applied to the subset of them for whom complete data were obtained in both rounds.

In addition to these two weights, two additional weights were developed for use with the dropout data only. These weights, **F1DQAJWT** and **F1DPAJWT**, were constructed in order to adjust for the high nonresponse for items that were not included in the abbreviated version of the dropout questionnaire, and should be used with these items when conducting analyses on the dropout data. Only those respondents who did not receive the abbreviated questionnaire (i.e., who received the full dropout questionnaire) have a value for this weight. The value is the dropout weight times a factor that adjusts for differences between the abbreviated and nonabbreviated groups on three factors: (1) race (white vs nonwhite), (2) gender, and (3) last grade level attended prior to dropping out (10th vs 8th/9th).

Detailed discussion of the first follow-up weighting procedures appears in Section 3.3 of this manual.

Flags

The following flags indicate the completion (and presence on the data file of corresponding information) or non-completion of specified documents.

F1QFLG	2	=	Sample member completed a dropout questionnaire.
F1BYQFLG	1	=	Dropout completed a base year student questionnaire.
	0	=	Did not complete a base year student questionnaire.
F1PANFLG	1	=	Dropout completed a base year student questionnaire and F1 questionnaire.
	0	=	Sample member did not complete a questionnaire in both base year and F1.

F1ADJFLG
1 = Dropout completed the abbreviated or modified dropout questionnaire.
0 = Dropout completed the full version of the dropout questionnaire.

F1NSSFLG
1 = Dropout completed a New Student Supplement (is a new [freshened] sample member or base year non-respondent).
0 = Did not complete a New Student Supplement.

F1SMPFLG
1 = Freshened sample member.
0 = Eighth grade cohort member.

F1STAT
0 = Sample member participated.

F1SRVMTH
5 = In-person interview gathering abbreviated questionnaire data from sample member.
4 = In-person interview gathering abbreviated questionnaire data from proxy.
3 = Telephone interview gathering abbreviated questionnaire data from sample member.
2 = Telephone interview gathering abbreviated questionnaire data from proxy.
1 = Telephone interview gathering modified questionnaire data from sample member.
0 = Self administered.

F1DOSTAT
5 = Sample member had more than one dropout episode.
4 = Sample member dropped out of school and did not return to school.

Composites

The following variables were created for the first follow-up. Variables derived from base year data have been supplied for both first follow-up participants and non-participants; this is, however, no available weight on the file for first follow-up nonparticipants.

F1SEX was taken first from the base year composite variable. For first time participants--freshened students and base year nonrespondents--the SEX composite was derived from Q.2 (F1N2) of the first follow-up New Student Supplement (NSS). If a base year nonrespondent did not complete a NSS, SEX was derived from the base year school roster. For freshened students, if they did not complete a NSS, F1SEX was constructed from their tenth grade schools' report of their sex. If the value of F1SEX was still missing, then the value for F1SEX was imputed based upon the student's name. On any records for which this could not be done unambiguously, this variable was randomly assigned a value of 1 or 2.

The values for F1SEX are:

1 = Male
2 = Female

F1RACE was constructed using the base year composite "RACE", the first follow-up New Student Supplement values of F1N8A, base year parent questionnaire data from BYP10, and school reported data. If the base year composite RACE was coded missing (98) or was blank (freshened students), the New Student Supplement data were used. If there was no New Student Supplement, the base year parent data were used. If RACE was still missing or blank, either the eighth grade school roster RACE or the tenth grade school reported freshened student RACE was used. Although for base year respondents, no new race data were gathered, some base year "race unknown" cases nevertheless were resolved in the first follow-up, by virtue of the greater use made of parent data in constructing the new composite. (In the base year, parent data were only used as a corrective to assumed over-reporting of American Indian status on the part of student sample members). Although parents were asked about their own race, not the student's, and correspondence of race of student and any one parent is contingent rather than logically implied, the correlation is so high for the cases where data are available from both sources (parent and student responses matched almost 92 percent of the time), that inference from parent to missing student race seems justified.

The values for F1RACE are:

1 = Asian or Pacific Islander
2 = Hispanic, regardless of race
3 = Black, not of Hispanic origin
4 = White, not of Hispanic origin
5 = American Indian or Alaskan Native
8 = Missing

F1API further delineates the Asian, Pacific Islander RACE category. API was constructed using the base year composite "API" and the first follow-up New Student Supplement responses to Q8B. If the base year composite API was coded missing (98) or was blank (freshened students), the New Student Supplement data were used. If there was no New Student Supplement, either the eighth grade school roster RACE or the tenth grade school reported freshened student RACE was used.

The codes for F1API are:

F1API	RACE	API	F1N8B	Label
0	2-5	00	99	non-Asian
1	1	01-05	01-05	East Asian (Pacific)
2	1	08 & 09	08 & 09	West Asian (Near East-West Asia)
3	1	07	07	South Asian (subcontinent)
4	1	06	06	Pacific Islnder
5	1	98	10, 96, 97 or 98	Specific API unknown
8	8	98	98	Race unknown

The terms "Asian" and "Asian/Pacific Islander" are used differently in different surveys and statistical records systems. For comparisons with different data sources, analysts will need to combine and recombine these categories in various ways.

Sometimes Asian categories have been used broadly by statistical agencies, other times more narrowly. U.S. Census country of origin statistics have often used an Asia grouping that is subdivided into Western Asia (including the Middle East and the European portion of Turkey), China, Japan, and Other Asia. On the other hand, "Asian" race in some Census sources has been narrowly construed as applying only to peoples originally from the Pacific Far East. More recent practice has been to include South Asian (Indian subcontinent) categories under Asian race, but to not include West Asian. NCES studies such as the Schools and Staffing Survey do include South Asian within the Asian classification, but not West Asian. NLS-72 and HS&B depended upon respondent self-reports of being Asian or Pacific Islander in ancestral origin, but did not define the geographic locus of the term.

There are also differences between government agencies in the way that lines of distinction are drawn between Pacific Islanders and Native Americans. Groups such as Native Hawaiians and Samoans are counted as Native Americans by some federal agencies, but more often are counted in the Asian/Pacific Islander category. Given the choice between "American Indian or Alaska Native" and "Asian or Pacific Islander" in NELS:88, a NELS:88 sample member who was, say, a Native Hawaiian would almost certainly have opted for the Pacific Islander designation.

Employing the sum of the subgroups in F1API is appropriate for comparisons to the NELS:88 base year. Since the race composite in HS&B defined Asians and Pacific Islanders broadly, and the questionnaires granted great latitude to respondent self-definition, F1API should also be generally appropriate for use in trend comparisons to HS&B.

For other comparisons, however, analysts should employ only selected subgroups of the composite. In particular, sometimes South Asians will need to be excluded from the Asian category, and often West Asians. The small number of individuals in the West Asian category are self-identified Asians, but for purposes of comparisons to some other data sets, may need to be assimilated to the category "white." One of the most commonly used race reporting definitions at present is the Office of Management and Budget standard classification scheme. This scheme defines "White, non-Hispanic" as "A person having origins in any of the original peoples of Europe, North Africa, or the Middle East" and defines Asian or Pacific Islander as "a person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands." This definition has the odd effect of putting Afghans and Iranians in with Scots and Germans in one race category, while their neighbors in Pakistan with whom they have strong linguistic and cultural affinities fall into another race entirely, but the logic of racial classification is neither precise nor perfect. To make NELS:88 data comparable to a data source employing the above standard definition, individuals falling within NELS:88 F1API code 2 (Asian categories 08-09) must be moved to "white".

No first follow-up composite variable has been created for **Hispanic subgroups**; however, Hispanic subgroup information is available from the base year data (the composite variable **HISP**; or BYS31C, Hispanic subdivision) supplemented by first follow-up data for first-time participants (F1N8C). These variables permit Hispanic sample members to be characterized as Mexican-American, Cuban, Puerto Rican, or Other Hispanic. More detailed Hispanic subgroup information will be collected in the NELS:88 second follow-up (1992) parent questionnaire.

F1SES was constructed using parent questionnaire data, when available. The following parent data were used: father's education level, mother's education level, father's occupation, mother's occupation, and family income (data coming from BYP30, BYP31, FYP34B, BYP37B and BYP80). Education-level data were recoded according to the definition of BYPARED described below. Occupational data were recoded using the Duncan SEI scale as used in HS&B and indicated below. Parent data were used to construct F1SES if at least one component was not missing.

If all parent data components were missing, the following base year student questionnaire items were used to calculate F1SES for base year respondents: father's educational level (BYS34A), mother's educational level (BYS34B), father's occupation (BYS7B), mother's occupation (BYS4B) and presence of household items (BYS35A-P). For base year non-respondents and first follow-up freshened students, the equivalent New Student Supplement items were used (F1N20A, F1N20B, F1N7B, F1N5B and F1N21A-P respectively). The first four components from the base year student/NSS data are the same as the components from the base year parent data (i.e., educational-level data, BYS34A/F1N20A and BYS34B/F1N20B, similarly recoded; occupational data, BYS4B/F1N7B and BYS7B/F1N5B of student data, also recoded). The fifth component for F1SES from the student data were derived by summing the non-missing household items listed in BYS35A-P or in F1N21A-P (after recoding "Not Have Item" from "2" to "0"), calculating a simple mean of these items, and then standardizing this mean. If eight or more BYS35A-P or F1N21A-P were nonmissing, this component was computed; otherwise it was set to missing.

Each nonmissing component (after any necessary recoding) was standardized to a mean of 0 and a standard deviation of 1. Nonmissing standardized components were averaged yielding the F1SES composite.

Response code	Duncan's SEI	Label
01	56.58	Clerical
02	27.41	Craftsperson
03	28.00	Farmer
04		Homemaker/Housewife
05	7.33	Laborer
06	67.73	Manager/Administrator
07		Military
08	19.18	Operative
09	70.21	Professional (accountant)
10	70.21	Professional (MD, lawyer)
11	49.70	Proprietor/Owner
12	38.00	Protective service
13	54.42	Sales
14	70.21	School teacher
15	15.90	Service
16	16.40	Technical
17		Never worked
18		Other
19		Missing

F1SESQ is the quartile into which F1SES falls. It was constructed by recoding F1SES into quartiles based on the weighted, F1QWT, marginal distribution.

The values for F1SESQ are:

1 = Quartile 1 Low
2 = Quartile 2
3 = Quartile 3
4 = Quartile 4 High
8 = Missing

F1PARED characterizes the highest level of education attained by either of the parents of the student. It was constructed using the parent questionnaire data (BYP30 and BYP31). Base year student data (BYS34A & BYS34B) was used for base year respondents whenever parent data were either missing or not available. For base year non-respondents with missing or unavailable parent data and first follow-up freshened students, the New Student Supplement questions F1N20A and F1N20B were used. That is, the F1 composite starts with the BYPARED variable. If BYPARED is missing or the case is a freshened student, F1 New Student Supplement data were used. The following table shows the relationships between what was reported on the student questionnaires and the value to be assigned to the variable F1PARED.

F1PARED	Parent Qx	Student Qx	Label
1	1,2	1	Did not finish high school
2	3,4	2	High school grad or GED
3	5-10	3, 4	GT high school and LT 4yr degree
4	11	5	College graduate
5	12	6	M.A. or equivalent
6	13	7	Ph.D., M.D., other
7	--	8	Don't know
8		.	Missing

Self-Concept Scales

The self-concept composites and quartiles are standardized scores which were created based on the weighted mean and weighted standard deviation of all first follow-up respondents who completed the self-concept items. While the first follow-up questionnaire weight (F1QWT) adjusts for unit non-response, it does not adjust or account for the fact that 25 percent of the dropouts who completed the abbreviated questionnaire were not asked these items. Thus a full quarter of the dropouts did not contribute to the weighted mean and standard deviation used to derive these standardized scores. Because self-concept composites and quartiles are missing (and not adjusted for by F1QWT)) for 25 percent of dropout respondents, **self-concept scales were not derived for dropouts as a separate group**.

If a user is interested in this type of analysis, he or she will need to create new self-concept composites (and quartiles) by employing the special dropout nonresponse adjusted weight (F1DQAJWT) included on this data file. Specifications for creating self-concept composites and quartiles for dropouts as a separate group comparable to composites and quartiles created for the student sample are presented below. The specifications are written in terms of how composites and quartiles were created for the student sample.

Composite and Quartile Specifications

Scales measuring both self-esteem (derived from Rosenberg) and locus of control (similar to items used by Rotter) have been employed on NLS-72, HS&B, and NELS:88. Two versions of each scale were created for NELS:88: one version to maintain comparability with the earlier studies, and an expanded version to increase scale reliabilities. In using these scales to draw race/ethnicity contrasts, analysts may wish to take note of research on black-white differences in use of extreme anchor points.[1] Such differences could be taken into account by collapsing the "strongly disagree" and "disagree" categories into one "disagree" category. The same strategy could be applied to the agree categories, and an average computed. Researchers with a special interest in subgroup differences on the self-esteem (F1CNCPT1, F1CNCPT2) and locus of control (FILOCUS1, F1LOCUS2) scales may also wish to take note of the results of confirmatory factor analyses reported in Kaufman, Rasinski, West and Lee (1991, pp. 44-51), which suggest that the scales may have slightly different interpretations for respondents in certain subgroups.

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[1] Bachman, J.G., and O'Malley, P. (1984) "Yea-Saying, Nay-Saying and Going to Extremes: Are Black-White Differences in Survey Results Due to Response Styles?" *Public Opinion Quarterly*, 48, 209-247.

F1LOCUS1 has been made as comparable as possible with HS&B and NLS-72 data. Locus of control items appear in student question 62 (and dropout question 46). They are F1S62B, F1S62C, F1S62F, F1S62G, F1S62K, and F1S62M (F1D46B, F1D46C, F1D46F, F1D46G, F1D46K and F1D46M for the dropout). As in base year, three of these items are comparable to HSB and NLS-72 items. They are F1S62C, F1S62F, and F1S62G (FID46C, F1D46F AND F1D46G for the dropout). It is important to note that, while always comparable, they are not invariably identical. Some modifications in these items were made in order to make them more comprehensible to eighth graders; other alterations were effected for methodological reasons (e.g., to remove a response set bias). The NELS:88 first follow-up items with the HS&B and NLS-72 item wording in parentheses are listed here for the user's convenience.

> F1S62C/F1D46C: In my life, good luck is more important than hard work for success. (Good luck is more important than hard work for success.)
>
> F1S62F/F1D46F: Every time I try to get ahead, something or somebody stops me. [text identical.]
>
> F1S62G/F1D46G: My plans hardly ever work out, so planning only makes me unhappy. (Planning only makes a person unhappy, since plans hardly ever work out anyway.)
>
> NO COMPARABLE NELS:88 FIRST FOLLOW-UP ITEM. (People who accept their condition in life are happier than those who try to change things.)

Each of the above three items were standardized separately to a mean of zero and a standard deviation of 1 using F1QWT **(for the dropout composite, analysts should standardize with the special nonresponse dropout weight--F1DQAJWT)**. All nonmissing components were averaged. Any student missing all components was assigned a missing value (8).

F1LOCUS2 is the composite of the locus of control items in student question 62 and dropout question 46. They are F1S62B, F1S62C, F1S62F, F1S62G, F1S62K, and F1S62M (F1D46B, F1D46C, F1D46F, F1D46G, F1D46K and F1D46M for the dropout). F1S62K (F1D46K for the dropout) is a reverse scoring item, so the values should be reversed before performing computations. Each of these 6 items were standardized separately to a mean of zero and a standard deviation of 1 using F1QWT. All nonmissing components were averaged. Any student missing all components was assigned a missing value (8).

F1LOCU2Q is the quartile into which F1LOCUS2 falls. It was constructed by recoding F1LOCUS2 into four categories based on the weighted, F1QWT, marginal distribution **(for the dropout quartile, analysts should use the special nonresponse dropout weight--F1DQAJWT)**.

The values for F1LOCU2Q are:

1 = Quartile 1 Low
2 = Quartile 2
3 = Quartile 3
4 = Quartile 4 High
8 = Missing

F1CNCPT1 is designed to be as comparable as possible with HS&B and NLS-72 data. Self-concept items are all in student question 62 (question 46 for the dropout). They are F1S62A, F1S62D, F1S62E, F1S62H, F1S62I, F1S62J, and F1S62L (F1D46A, F1D46D, F1D46E, F1D46H, F1D46I, F1D46J and F1D46L for the dropout). Four of these items are comparable to HS&B and NLS-72 items. They are F1S62A, F1S62D, F1S62E, and F1S62H (F1D46A, F1D46D, F1D46E and F1D46H for the dropout). These four items are all reverse scoring items, so the values must be reversed before performing computations. It is important to note that, while comparable, they are not identical. The NELS:88 first follow-up items with the HS&B and NLS-72 item wording in parentheses are listed here for the user's convenience.

F1S62A/F1D46A: I feel good about myself. (I take a positive attitude toward myself.)

F1S62D/F1D46D: I feel I am a person of worth, the equal of other people. (I feel I am a person of worth, on an equal plane with others.)

F1S62E/F1D46E: I am able to do things as well as most other people. [text identical.]

F1S62H/F1D46H: On the whole, I am satisfied with myself. [text identical.]

Each of the above four items were standardized separately to a mean of zero and a standard deviation of 1 using F1QWT **(for the dropout composite, analysts should standardize with the special nonresponse dropout weight--F1DQAJWT)**. All nonmissing components were averaged. Any student missing all components was assigned a missing value (8).

F1CNCPT2 is the composite of the self-concept items in student question 62. They are F1S62A, F1S62D, F1S62E, F1S62H, F1S62I, F1S62J, and F1S62L (F1D46A, F1D46D, F1D46E, F1D46H, F1D46I, F1D46J and F1D46L for the dropout). F1S62A, F1S62D, F1S62E, and F1S62H (F1D46A, F1D46D, F1D46E and F1D46H for the dropout) are reverse scoring items, so the values must be reversed before performing computations. Each of the above seven items were standardized separately to a mean of zero and a standard deviation of 1 using F1QWT. All non-missing components were averaged. Any student missing all components was assigned a missing value (8).

F1CNCP2Q is the quartile into which F1CNCPT2 falls. It was constructed by recoding F1CNCPT2 into four categories based on the weighted, F1QWT, marginal distribution **(for the dropout quartile, analysts should use the special nonresponse dropout weight--F1DQAJWT)**.

The values for F1CNCP2Q are:

1 = Quartile 1 Low
2 = Quartile 2
3 = Quartile 3
4 = Quartile 4 High
8 = Missing

MARSH'S SELF-CONCEPT SCALES. Question 47 on the dropout questionnaire (and Question 63 on the student questionnaire) comprises twenty-one subitems drawn from a version (SDQ-II) of the Self-Description Questionnaire (1990b). The abbreviated SDQ-II appears on the data set with the kind permission of Herbert W. Marsh, the copyright holder. Special variables have not been constructed for this measure; however, information about the ways in which scales can be derived from the data appears below, so that analysts can scale this component in accordance with its intended uses.

The full-length SDQ-II instrument measures 11 dimensions of self-concept that are based on a hierarchical facet model of a dimensionalized self; it draws on both generalized and domain-specific self-concepts. Both academic and nonacademic domains are measured, including such facets of the self as relationship with peers, relations with parents, and school subjects (including mathematics and reading). Data users desiring more detail on the conceptual basis of the measure and its psychometric properties may consult Marsh (1990a, 1990b).[2]

The abbreviated version of the Self-Description Questionnaire that appears in the NELS:88 data set contains items that contribute to five distinct scales: relationship with parents self-concept, language self-concept, mathematics self-concept, and relationships with same and opposite sex self-concept. Each of these self-concept scales is measured by four or five items, contrary to the 10 or 12 items used in the original version of the SDQ-II. In order to compute the scores for these five scales, each of the negatively worded items (f, m, n, o, p, r, s, and t) must be reverse scored by subtracting the item response from 7. This will result in rescaled item responses which will match the positively worded items scored on a 1 to 6 point scale, in which 6 is the most favorable response. Next, the mean response should be computed for the items listed in each scale below. Please note that the same sex and opposite sex self-concept scales must be scored separately for boys and girls. Negatively worded items which must be reverse scored are indicated by an asterisk.

	NELS:88 subitem	Item Wording
Parents	a	My parents treat me fairly
	f*	I do not like my parents very much
	i	I get along well with my parents

---

[2] Marsh, H.W., (1990a) "A multidimensional, hierarchical model of self-concept: Theoretical and empirical justification," *Educational Psychology Review*, 2, 77-172.

Marsh, H.W., (1990b) *Self-Description Questionnaire-II: Manual and Research Monograph*. San Antonio, TX: The Psychological Corporation.

	m*	My parents are usually unhappy or disappointed with what I do
	u	My parents understand me
Language	b	I learn things quickly in English classes
	e	English is one of my best subjects
	g	I get good marks in English
	n*	I'm hopeless in English classes
Math	d	Mathematics is one of my best subjects
	j	I have always done well in mathematics
	q	I get good marks in mathematics
	s*	I do badly in tests of mathematics

	NELS:88 subitem	Item Wording
Same Sex (Boys)	c	I have good friends who are members of my own sex
	l	I make friends easily with boys
	p*	I do not get along very well with boys
	r*	It is difficult to make friends with members of my own sex
Same Sex (Girls)	c	I have good friends who are members of my own sex
	k	I make friends easily with girls
	o*	I do not get along very well with girls
	r*	It is difficult to make friends with members of my own sex
Opposite Sex (Boys)	h	I get a lot of attention from members of the opposite sex
	k	I make friends easily with girls
	o*	I do not get along very well with girls
	t*	I'm not very popular with members of the opposite sex

Opposite Sex (Girls)	h	I get a lot of attention from members of the opposite sex
	l	I make friends easily with boys
	p*	I do not get along very well with boys
	t*	I'm not very popular with members of the opposite sex

An alternative format for the same sex and opposite sex scales is to combine the boys and girls items in each category:

Same Sex	c	I have good friends who are members of my own sex
	r*	It is difficult to make friends with members of my own sex
	l	I make friends easily with boys (scored for boys only)
	p*	I do not get along very well with boys (scored for boys only)
	k	I make friends easily with girls (scored for girls only)
	o*	I do not get along very well with girls (scored for girls only)
Opposite Sex	h	I get a lot of attention from members of the opposite sex
	t*	I'm not very popular with members of the opposite sex
	l	I make friends easily with boys (scored for girls only)
	p*	I do not get along very well with boys (scored for girls only)
	k	I make friends easily with girls (scored for boys only)
	o*	I do not get along very well with girls (scored for boys only)

F1BIRTHM was taken directly from Q.11 of the base year student questionnaire for base year respondents. For base year non-respondents and first follow-up freshened students values were taken from Q.3 (F1N3) of the New Student Supplement. The range of F1BIRTHM is 1-12 with 98 indicating missing.

F1BIRTHY was taken directly from Q.11 of the base year student questionnaire for base year respondents. For base year non-respondents and first follow-up freshened students, the values were taken from Q.3 (F1N3) of the New Student Supplement. The expected range of F1BIRTHY is 70-80 with 98 indicating missing. Any outliers were collapsed into categories of: "Before 1970" and "After 1980". For the public release data, the F1BIRTHY values were recoded into ranges to preserve confidentiality.

F1DRPS89, F1DRPF89, and F1DRPS90 indicate whether a sample member dropped out during the spring 1989 term (F1DRPS89), the fall 1989 term (F1DRPF89), or the spring 1990 term (F1DRPS90). The variables were derived, when possible, from an actual date that the school provided and the parent or sample member confirmed. If such a date was not available, the date the sample member was discovered to be a dropout was used. It should be noted that this date of discovery is "soft" data; that is, the datum establishes only that the dropout event occurred at an indeterminant point prior to the discovery date.

The values for F1DRPS89, F1DRPF89, and F1DRPS90 are:

0 = Sample member is not a dropout.
1 = Sample member dropped out - data from actual confirmed date.
2 = Sample member dropped out - data from discovery date.
3 = Actual date recorded in another term (look to other "term" variables).
4 = Discovery date recorded in another term (look to other "term" variables).
8 = Missing.

If the case had a dropout date the following rules applied:

Jan, Feb, Mar, Apr, May, Jun 89	F1DRPS89 = 1
Jul, Aug, Sep, Oct, Nov, Dec 89	F1DRPF89 = 1
Jan, Feb, Mar, Apr, May, Jun 90	F1DRPS90 = 1

If the case did not have a valid dropout date, then the date the sample member was logged into the survey management system as a dropout was used; the same grouping of months applied:

Jan, Feb, Mar, Apr, May, Jun 89	F1DRPS89 = 2
Jul, Aug, Sep, Oct, Nov, Dec 89	F1DRPF89 = 2
Jan, Feb, Mar, Apr, May, Jun 90	F1DRPS90 = 2

F1HSPROG indicates the type of high school program in which the student was enrolled or the last program in which the dropout was enrolled. The source was student questionnaire item 20 (F1S20) and dropout questionnaire item 16 (F1D16). The following recodes were used:

F1HSPROG	Q20/Q16 value	Label
1	01	General high school program
2	02	Academic program
3	03-11	Vocational/technical program
4	12-13	Other high school program
5	14	Don't know
8	98	Missing

FAMCOMP is a variable based entirely on base year parent questionnaire data. It is derived from question 1 in the base year parent questionnaire (BYP1A1, BYP1A2) and indicates the adult composition of the sample member's household as of the base year. As such, this variable is available only for the panel members.

The values for FAMCOMP are:

1	Mother and father are present in the household
2	Mother and step father/other male relative/guardian are present in the household
3	Father and step mother/other female relative/guardian are present in the household
4	Step mother/other female relative/guardian and step father/other male relative/guardian are present in the household
5	Adult female only is present in the household
6	Adult male only is present in the household
98	Missing

BYFCOMP, described in the preceding appendix, uses slightly different categories and was constructed from base year student data. Because household composition may have changed for some students between base year and first follow-up, and because new students were added in freshening, data users may also wish to take note of the family composition item in the student questionnaire (F1S92) and dropout questionnaire (F1D86). While FAMCOMP should prove a useful variable for panel analysis, F1S92 and F1D86 are of course the appropriate household composition variables for use in cross-sectional analyses of 1990 tenth graders.

Cognitive Test Results

Since less than fifty percent of participating dropouts completed a cognitive test, it would not be possible to draw sound conclusions concerning tested achievement of dropouts as a separate group. Therefore, dropout test data have not been included on this file.

Appendix I

Guidelines For Using SAS

with NELS:88 Base Year and First Follow-Up Data

Guidelines for using SAS with NELS:88 First Follow-Up Dropout Data

The files provided on the dropout public release tape include SAS cards and SAS system files for the NELS:88 First Follow-Up. The SAS system file includes:

1) Questionnaire data
2) Flags, Weights and Composites

The following are situations which may be encountered when using large data files with SAS and suggestions for handling them.

1. Use the '(KEEP=...)' and '(DROP=...)' options in the 'SET' statement and/or in the 'DATA' statement when creating working data files so that unwanted variables are not included in the files. The '(KEEP=...)' option does not reorder the variables in the new dataset.

   The files are large and the SAS cards associated with all of the variables within a file require a great deal of memory. Eliminating unwanted variables and the cards associated with them will reduce the amount of memory necessary to run jobs.

2. Some of the label statements given in the student and dropout SAS card files may need to be eliminated because of SAS system limitations present at many computer installations.

3. The large number of VALUE statements in the PROC FORMAT section of the student and dropout SAS cards require that a special DD statement be placed just after the // EXEC SAS statement to increase the capacity of the format library during a SAS run:

   ```
   //LIBRARY DD SPACE=(TRK,(25,25,60))
   ```

   Since this may not be possible at some computer installations, it may be necessary to delete some VALUE statements.

4. When working with large files, it may be necessary to override the default work space with the following DD statement:

   ```
   //WORK DD UNIT=SYSCR,SPACE=(CYL,(40,40))
   ```

   Place the //WORK DD statement just after the // EXEC SAS statement (or after the //LIBRARY DD statement, if that is included as well).

5. The formats given in the PROC FORMAT step here are not permanently associated with each variable. Whenever they are needed for a procedure, it is necessary to include them in this PROC FORMAT step before the procedure(s) that will use them. The following example will help to illustrate this point.

   Suppose you were interested in assessing the association between fathers' educational aspirations and a son's versus a daughter's educational expectations. That is, overall do dropouts' expectations reflect their father's aspirations and might such an association vary by sex? To do this you might construct a three-way crosstab.

In the following example PROC FORMAT is used first to make a temporary library of formats (sets of value labels). Then PROC FREQ is used to access the First Follow-Up dropout SAS system file and to create a three-way crosstab. The FORMAT statement in PROC FREQ links each variable in the crosstab to the appropriate set of value labels stored in the temporary format library.

```
// EXEC SAS
//LIBRARY DD SPACE=(TRK,(25,25,60))
//WORK DD UNIT=SYSCR,SPACE=(TRK,(1000,1000))
//IN1 DD DSN=ACT.PUBL.F1DO.SASLIB,DISP=SHR
//SYSIN DD *

OPTIONS DQUOTE;

PROC FORMAT;
VALUE DB37AV

          01 = "LESS THN HS GRAD"
          02 = "GRADUATE FROM HS"
          03 = "VOC AFTER HS"
          04 = "ATTND 2-YR COLL"
          05 = "ATTEND 4-YR COLL"
          06 = "GRADUATE FROM COLL"
          07 = "POST GRAD ED"
          08 = "DON'T KNOW"
          09 = "DOES NOT CARE"
          10 = "DOES NOT APPLY"
          96 = "MULTIPLE RESPNSE"
          97 = "REFUSAL"
          98 = "MISSING"
          99 = "LEGITIMATE SKIP"
 ;
VALUE DB38V
          01 = "LESS THN HS GRAD"
          02 = "HS GRAD ONLY"
          03 = "< 2 YRS TRADE"
          04 = "2+ YRS TRADE"
          05 = "< 2YRS OF COLLEGE"
          06 = "2/MORE YRS OF COLL"
          07 = "FINISH COLLEGE"
          08 = "MASTER'S DEGREE"
          09 = "PH.D., M.D."
          96 = "MULTIPLE RESPNSE"
          97 = "REFUSAL"
          98 = "MISSING"
          99 = "LEGITIMATE SKIP"
  ;

VALUE DBSEXV
          01 = "MALE"
          02 = "FEMALE"
          96 = "MULTIPLE RESPNSE"
          97 = "REFUSAL"
          98 = "MISSING"
          99 = "LEGITIMATE SKIP"
;

PROC FREQ DATA=IN1.F1DRPOUT;
FORMAT
F1D37A   DB37AV.
F1D38    DB38V.
F1SEX    DBSEXV.
;

TABLES F1SEX * F1D38 * F1D37A;
TITLE "EDUCATIONAL EXPECTATIONS";
```

At the end of each SAS card file, there is a frequency procedure which contains FORMAT statements for every variable for which there is a format. These FORMAT statements can be used in any SAS procedure. However, if there are a large number of format links, they must be divided into several format statements to work. Using about 90 format links in the format statement worked on the University of Chicago mainframe.

6. Whenever variables are needed from several student level files (i.e., First Follow-Up dropout and Base Year student), the files may be merged by STU_ID using SAS MERGE statements. A simple one line MERGE statement will put variables from separate files together in a single record for analysis.

The following example may help to illustrate the merge statement. Suppose that you wanted to examine how expectations of dropouts had changed from the eighth to the tenth grade. That is, overall do respondents who are not in school now have lower educational expectations than they did in eighth grade? To do this you might construct a two-way crosstab.

In the following example PROC FORMAT is used to make a temporary library of formats. Next the First Follow-Up dropout system file, and the Base Year system file are merged. Then, PROC FREQ is used to create a two-way crosstab.

```
// EXEC SAS
//LIBRARY DD SPACE=(TRK,(25,25,60))
//WORK DD UNIT=SYSCR,SPACE=(TRK,(1000,1000))
//IN1 DD DSN=ACT.PUBL.F1DO.SASLIB,DISP=SHR
```

```
//IN2 DD DSN=ACT.PUBL.BYST.SASLIB,DISP=SHR
//SYSIN DD *

OPTIONS DQUOTE;

PROC FORMAT;
VALUE DB38V
          01 = "LESS THN HS GRAD"
          02 = "HS GRAD ONLY"
          03 = "< 2 YRS TRADE"
          04 = "2+ YRS TRADE"
          05 = "< 2YRS OF COLLEGE"
          06 = "2/MORE YRS OF COLL"
          07 = "FINISH COLLEGE"
          08 = "MASTER'S DEGREE"
          09 = "PH.D., M.D."
          96 = "MULTIPLE RESPNSE"
          97 = "REFUSAL"
          98 = "MISSING"
          99 = "LEGITIMATE SKIP"
  ;
VALUE FBYS45V
          01 = "WON'T FINISH H.S"
          02 = "WILL FINISH H.S"
          03 = "VOC,TRD,BUS AFTR H.S"
          04 = "WILL ATTEND COLLEGE"
          05 = "WILL FINISH COLLEGE"
          06 = "HIGHER SCH AFTR COLL"
          96 = "MULTIPLE RESPONSE"
          97 = "REFUSAL"
          98 = "MISSING"
          99 = "LEGITIMATE SKIP"
  ;

DATA COMBINE;
MERGE IN1.F1DRPOUT IN2.BYSTUDNT;  BY STU_ID;


PROC FREQ;
FORMAT
F1D38    DB38V.
BYS45    FBYS45V.
  ;
TABLES F1D38 * BYS45;
TITLE "EDUCATIONAL EXPECTATIONS";
```

7. For very large files, the user may encounter problems when sorting. Various options may be added to the //EXEC SAS card to circumvent these problems. A suggested example is given below (consult the SAS manual for descriptions of these options):

```
// EXEC SAS,OPTIONS='NODYNALLOC',REGION=1280K,SORT=30
```

8. It is suggested that the user include the LENGTH statement when creating new variables, in order to save space and computer memory.

9. For many tabulations, PROC TABULATE produces the most readable output. The SAS user may use the format statements (provided) for classification variables to produce the row values of tabulate tables.

10. Output from SAS can be downloaded to personal computers for production of final reports. NCES has available a program for taking into account the sample design when computing standard errors. The program, known as CTAB, is a Taylor series based routine that uses an ASCII file to compute standard errors for crossclassifications. The program also produces labeled tabular output suitable for use in publications. CTAB is available for use on microcomputers, and can be obtained through NCES.

11. Use the NCES- and NORC-defined composite and classification variables whenever possible to simplify programming. These classification variables were carefully constructed and, for many of them, sources of data from outside the dropout questionnaire were merged into the dropout data to construct the variables.

12. SAS and SPSS-X system files can now be converted at many computer installations. Contact your own facility to obtain the information necessary to create an SPSS-X file from SAS and vice versa.

13. There is a peculiarity with version 6.06 of SAS. The symbol "%" will not be printed in a variable label if the label is the first thing to be printed on the page.

Appendix J

NELS:88 First Follow-Up Dropout Questionnaire

Note: For the user's convenience, several first follow-up dropout questionnaire items were recoded to facilitate comparisons among and between the same items appearing on the first follow-up student questionnaire and NELS:88 base year student questionnaire. These recodes, in the form of reordered item values, are noted on the questionnaire that appears in this appendix.

NORC - 4492
OMB No. 1850-0593
App. Exp.: 1/91

National Educational Longitudinal Study of 1988

First Follow-up

Sponsored by The National Center for Education Statisics
United States Department of Education
Conducted by NORC
A Social Science Research Center

FIRST FOLLOW-UP QUESTIONNAIRE NELS: 88

Not Currently In School

USES OF THE DATA

The data from this survey will be used by educators and by federal and state policymakers to address the important issues facing the nation's schools: educational standards, curriculum tracking, dropping out of school, the education of the disadvantaged, the needs of language minority students, incentives for attracting students to the study of science and mathematics, and the features of effective schools.

CONFIDENTIALITY

As a matter of policy, the National Center for Education Statistics is concerned with protecting the privacy of individuals who participate in voluntary surveys. We want to let you know that:

1. Section 406 of the General Education Provisions Act (20-USC 1221e-1) and Public Law 100-297 allow us to ask you the questions in this questionnaire.

2. We are asking you these questions in order to gather information about what happens to students as they move through high school and make decisions about what they are going to do after high school.

3. You may skip any questions you do not wish to answer; however, we hope you answer as many questions as you can.

4. Your responses will be combined with those of other respondents, and the answers you give will never be identified as yours.

The public reporting burden for this collection of information is estimated to average three hours (180 minutes), including one hour for the questionnaire, one and one-half hours for the Cognitive Test, and up to one-half hour for distributing materials, and giving instructions. Send comments regarding this burden estimate, or any other aspect of this collection of information, to: U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202-4561 and to the Office of Management and Budget, Paperwork Reduction Project, Washington, D.C. 20503

The Self-Description Questionnaire is copyrighted by Herbert Marsh and used by permission. No reproduction of the Self-Description Questionnaire may be made without permission of the owner.

The purpose of this survey is to collect information that will allow teachers and educators to better understand students' various experiences.

This questionnaire is not a test. We hope you will answer each question truthfully, because we need your answer. You may skip any question you do not wish to answer.

GENERAL INSTRUCTIONS

PLEASE READ EACH QUESTION CAREFULLY.

It is important that you follow the directions for responding to each kind of question. These are:

A. (CIRCLE ONE)

What is the color of your eyes?

(CIRCLE ONE)

Brown 1
Blue 2
Green .... [✓ 3]
Another color 4

If the color of your eyes is green, you would circle the 3 as shown.

B. (CIRCLE ALL THAT APPLY)

Last week, did you do any of the following?

(CIRCLE ALL THAT APPLY)

See a play 1
Go to a movie .... [✓ 1]
Attend a sporting event .... [✓ 1]

If you went to a movie and attended a spo event last week, you would circle the two it as shown.

C. (CIRCLE ONE ON EACH LINE)

Do you plan to do any of the following next week?

(CIRCLE ONE ON EACH LINE)

	Yes	Not Sure	No
a. Visit a relative	1	2	[✓ 3]
b. Go to a museum	1	[✓ 2]	3
c. Go to a friend's house	[✓ 1]	2	3

If you do not plan to visit a relative, are not sure about going to a museum next week, and plan to study at a friend's house, you would circle one item on each line as shown.

D. (QUESTION WITH A SKIP)

a. Do you eat sweet foods?

(CIRCLE ONE)

Yes .... 1 —> GO TO B
No .... [✓ 2] —> SKIP TO C

b. Do you brush your teeth after eating sweet foods? <——

(CIRCLE ONE)

Yes 1
No 2

c. Last week, did you do any of the following? <——

(CIRCLE ALL THAT APPLY)

See a play 1

Go to a movie 1

Attend a sporting
event 1

IF YOU DO NOT EAT SWEET FOODS, YOU WOULD CIRCLE THE"2" AS SHOWN ABOVE. YOU WOULD NOT ANSWER QUESTION B. INSTEAD YOU WOULD SKIP OVER QUESTION B AND GO DIRECTLY TO QUESTION C. SOMETIMES YOU WILL BE ASKED TO SKIP SEVERAL QUESTIONS.

I. ADDRESS INFORMATION

1. Please print your name, address, and telephone number.

○
08/ **NAME:**

_______________ Last 09-28/ _______________ First 29-43/ _______________ Middle 44-58/

ADDRESS: _______________ Number _______________ Street BEGIN DECK 02 08-42/

ADDRESS CONTINUED: _______________ _______________ Apartment Number 43-77/

_______________ City BEGIN DECK 03 08-27/ _______________ State 28-29/ _______________ Zip Code 30-34/

TELEPHONE: (______)_______________ Area Code Telephone Number 35-44/

I do not have a telephone........ 1 45/

WHEN WE SAY PARENT(S), MOTHER, OR FATHER, ANSWER FOR THE PARENT/GUARDIAN OR STEPPARENT WITH WHOM YOU LIVE.

2A. Is your mother's address and telephone number the same as yours?

○
46/

No .... 1 —> **GO TO 2B** 47/

No, my mother is no longer living .... 2 —> **SKIP TO QUESTION 3A**

Yes .... 3 —> **SKIP TO QUESTION 3A**

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BEGIN DECK 04- DECK 06

2B. ○ 08/ **Please fill in your mother's name and address in the space below. If you have both a mother and a female guardian, write in the name of the one whom you live with most of the time.**

NAME:

______________________	______________	______________
Last 09-28/	First 29-43/	Middle 44-58/

ADDRESS: ____

Number Street BEGIN DECK 05 08-42

ADDRESS CONTINUED: ______________________ ______________________

Apartment Number 43-77/

______________________	______________	______________
City BEGIN DECK 06 08-27/	State 28-29/	Zip Code 30-34/

TELEPHONE: (______)______________________

Area Code Telephone Number 35-44/

She does not have a telephone.. 1 45/

3A. ○ 46/ **Is your father's address and telephone number the same as yours?**

No ....1 —> **GO TO 3B** 47/

No, my father is no longer living ....2 —> **SKIP TO QUESTION 4A**

Yes ....3 —> **SKIP TO QUESTION 4A**

BEGIN DECK 07-12

3B. **Please fill in your father's name and address in the space below. If you have both a father and a male guardian write in the name of the one whom you live with most of the time.**
○ 08/

NAME:

____________________ _______________ _______________
Last BEGIN DECK 07 09-28/ First 29-43 Middle 44-58

ADDRESS: ____
Number Street BEGIN DECK 08 08-42/

ADDRESS CONTINUED: ________________________ _______________
Apartment Number 43-77/

____________________ _______________ _______________
City BEGIN DECK 09 08-27/ State 28-29/ Zip Code 30-34/

TELEPHONE: (______)____________________ He does not have
Area Code Telephone Number 35-44/ a telephone...... 1 45/

4A. **Please write in the name, address, and telephone number of a relative or close friend who does not live with you.**
○ 46/

NAME:

____________________ _______________ _______________
Last BEGIN DECK 10 08-27/ First 28-42 Middle 43-57

ADDRESS: ____
Number Street BEGIN DECK 11 08-42/

ADDRESS CONTINUED: ________________________ _______________
Apartment Number 43-77/

____________________ _______________ _______________
City BEGIN DECK 12 08-27/ State 28-29/ Zip Code 30-34/

TELEPHONE: (______)____________________ He does not have
Area Code Telephone Number 35-44/ a telephone...... 1 45/

4B. **What is your relationship to this person?**

(CIRCLE ONE)

A close friend........................1
A relative 2
46/

BEGIN DECK 13

II. YOUR SCHOOL EXPERIENCES AND ACTIVITIES

5. **Thinking back to your years in school, do you remember when you first thought about leaving school?**

(CIRCLE ONE)

No 2 08/

Yes 1

6. **Here are some reasons other people have given for leaving school. Which**
○ **of these would you say applied to you?**
09/

(CIRCLE ALL THAT APPLY)

a. I had to get a job 1 10/
b. I found a job 1 11/
c. I didn't like school 1 12/
d. I couldn't get along with teachers 1 13/
e. I couldn't get along with other students 1 14/
f. I wanted to have a family 1 15/
g. (FOR FEMALES ONLY) I was pregnant.........................1 16/
h. I became the father/mother of a baby 1 17/
i. I had to support my family..1 18/
j. I was suspended too often 1 19/
k. I did not feel safe at school 1 20/
l. I wanted to travel 1 21/
m. My friends had dropped out of school...........................1 22/
n. I had to care for a member of my family 1 23/
o. I was expelled from school 1 24/
p. I felt I didn't belong at school 1 25/

6. (cont.) **What are the reasons you left school?**

(CIRCLE ALL THAT APPLY)

q. I couldn't keep up with my schoolwork 1 26/

r. I was failing school 1 27/

s. I got married or planned to get married 1 28/

t. I changed schools and didn't like my new school 1 29/

u. I couldn't work and go to school at the same time 1 30/

7. **When did you last attend school? (CIRCLE ONE FOR THE MONTH AND YEAR)**

○
31/

Month					32-33/	**Year**		
January	01	May	05	September	09	1987	1	34/
February	02	June	06	October	10	1988	2	
March	03	July	07	November	11	1989	3	
April	04	August	08	December	12	1990	4	

8. **What grade were you in then?**

○
35/

(CIRCLE ONE)

In eighth grade 1 36/

In ninth grade 2

In tenth grade 3

9. **Did you pass that grade?**

○
37/

(CIRCLE ONE)

No 2 38/

Yes 1

10. What is the name and address of the last school you attended?

○
39/

Name of School ______________________________ 40-69/

City & State ______________________________

BEGIN DECK 14 08-27/ 28-29/

11. Do you plan to get a high school diploma or a GED?

○
30/

(CIRCLE ONE)

Yes, I plan to go back to school to get a diploma	1	31/
Yes, I am enrolled or plan to enroll in an alternative school or GED program	2	
Yes, I plan to take an equivalency test such as the GED	3	
No, I do not plan to get a diploma or GED	4	
I already have GED or equivalent	5	

12. How much do you agree with the following statements about the school you left?

(CIRCLE ONE ON EACH LINE)

	Strongly Disagree	**Disagree**	**Strongly Agree**	**Agree**	
a. Students got along well with teachers	4	3	1	2	32/
b. There was real school spirit	4	3	1	2	33/
c. Rules for behavior were strict	4	3	1	2	34/
d. Discipline was fair	4	3	1	2	35/
e. Students made friends with the students from other racial or ethnic groups	4	3	1	2	36/

12. (cont.) How much do you agree with the following statements about the school you left?

(CIRCLE ONE ON EACH LINE)

	Strongly Disagree	Disagree	Strongly Agree	Agree	
f. Other students often disrupted class	4	3	1	2	37/
g. The teaching was good	4	3	1	2	38/
h. Teachers were interested in students	4	3	1	2	39/
i. When I worked hard on schoolwork, my teachers praised my effort	4	3	1	2	40/
j. In class, I often felt "put down" by my teachers	4	3	1	2	41/
k. At school, I often felt "put down" by other students.	4	3	1	2	42/
l. Most of my teachers really listened to what I had to say	4	3	1	2	43/
m. I didn't feel safe at this school	4	3	1	2	44/
n. Disruptions by other students got in the way of my learning	4	3	1	2	45/
o. Misbehaving students often got away with it	4	3	1	2	46/

13. **When you were in school, did you feel it was "OK" for you to ...**

(CIRCLE ONE ON EACH LINE)

	No	**Yes**	
a. work hard for good grades?	2	1	47/
b. ask challenging questions?	2	1	48/
c. solve problems using new and original ideas?	2	1	49/
d. help other students with their schoolwork?	2	1	50/

DECK 14

14. **When you were in school, how often did you feel it was "OK" for you to ...**

(CIRCLE ONE ON EACH LINE)

		Never	**Rarely**	**Sometimes**	**Often**	
a.	be late for school?	4	3	2	1	51/
b.	cut a couple of classes?	4	3	2	1	52/
c.	skip school for a whole day?	4	3	2	1	53/
d.	cheat on tests?	4	3	2	1	54/
e.	copy someone else's homework?	4	3	2	1	55/
f.	get into physical fights?	4	3	2	1	56/
g.	belong to gangs?	4	3	2	1	57/
h.	make racist remarks?	4	3	2	1	58/
i.	make sexist remarks?	4	3	2	1	59/
j.	steal belongings from school, a student, or a teacher?	4	3	2	1	60/
k.	destroy or damage school property?	4	3	2	1	61/
l.	smoke on school grounds?	4	3	2	1	62/
m.	drink alcohol during the school day?	4	3	2	1	63/
n.	use illegal drugs during the school day?	4	3	2	1	64/
o.	bring weapons to school (such as knives and guns)?	4	3	2	1	65/
p.	abuse teachers physically?	4	3	2	1	66/
q.	talk back to teachers?	4	3	2	1	67/
r.	disobey school rules?	4	3	2	1	68/

DECK 14-BEGIN DECK 15

15. How many times did the following things happen to you during the last 6 months you were in school?

(CIRCLE ONE ON EACH LINE)

		Never	**1-2 times**	**3-6 times**	**7-9 times**	**Over 10 times**	
a.	I was late for school	0	1	2	3	4	69/
b.	I cut or skipped classes	0	1	2	3	4	70/
c.	I got in trouble for not following school rules	0	1	2	3	4	71/
d.	I was put on an in-school suspension	0	1	2	3	4	72/
e.	I was suspended or put on probation from school	0	1	2	3	4	73/
f.	I was transferred to another school for discipline reasons	0	1	2	3	4	BEGIN DECK 15 08/
g.	I was arrested	0	1	2	3	4	09/
h.	I spent time in a juvenile home/detention center	0	1	2	3	4	10/

16. In the last school you attended, which of the following best describes your
○ **high school program?**
11/

		(CIRCLE ONE)	
a.	Never attended high school	15	12-13/
b.	General high school program	01	
c.	College prep, academic, or specialized academic (such as Science or Math)	02	
d.	Vocational, technical, or business and career		
	Industrial arts/Technology education	03	
	Agricultural occupations	04	
	Business or office occupations	05	
	Marketing or Distributive education	06	
	Health occupations	07	
	Home economics occupations	08	
	Consumer and homemaking education	09	
	Technical occupations	10	
	Trade or industrial occupations	11	
	Other specialized high school programs (such as Fine Arts)	12	
e.	Other	13	

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17. **Beginning in the ninth grade until the end of the last grade you attended, how much course work did you take in each of the following subjects? Count only courses that met at least three times (or three periods) a week for at least one half year. Also include summer school classes taken in 1988 or 1989 that counted for one half year or more.**

(CIRCLE ONE ON EACH LINE)

		None	1/2 year	1 year	1 1/2 years	2 years	
a.	Regular Mathematics	0	1	2	3	4	14/
b.	Regular English or literature	0	1	2	3	4	15/
c.	Remedial Mathematics	0	1	2	3	4	16/
d.	Remedial English	0	1	2	3	4	17/
e.	French	0	1	2	3	4	18/
f.	German	0	1	2	3	4	19/
g.	Spanish	0	1	2	3	4	20/
h.	History	0	1	2	3	4	21/
i.	Science	0	1	2	3	4	22/
j.	Business, office, or sales	0	1	2	3	4	23/
k.	Trade and industry	0	1	2	3	4	24/
l.	Technical courses	0	1	2	3	4	25/
m.	Other vocational courses	0	1	2	3	4	26/

18. **During the last semester you were in school, in each of these classes, how often did you feel really challenged to use your mind?**

(CIRCLE ONE ON EACH LINE)

	Did not take this subject	Never	Less than once per week	About once per week	A few times per week	Almost every day	
a. Math	01	02	03	04	05	06	27-28/
b. English	01	02	03	04	05	06	29-30/
c. History	01	02	03	04	05	06	31-32/
d. Science	01	02	03	04	05	06	33-34/

19. **What was the main reason you chose the classes you took in the last school you attended?**

○

(CIRCLE ONE)

35/ 36-37/

They were required	02
I wanted to take them	03
My parents requested them	04
My teachers recommended them	05
My friends suggested them	06
My school assigned me to them	07

20. From the beginning of ninth grade until the end of the last year you attended school, which category best describes your grades?

○ 38/

(CIRCLE ONE)

Does not apply to me—my classes were not graded	01	39-40/
Mostly A's	02	
About half A's and half B's	03	
Mostly B's	04	
About half B's and half C's	05	
Mostly C's	06	
About half C's and half D's	07	
Mostly D's	08	
Mostly below D	09	

DECK 15

21. When you were in school, did you participate in any of the following activities?

(CIRCLE ONE ON EACH LINE)

	School did not offer	Participated	Participated as an officer	Did not participate	
a. Sports teams at school such as football, basketball, track, etc., where your team played against other school's teams	1	2	3	4	41/
b. Sports teams at school such as football, basketball, hockey, etc., where both teams were from your school	1	2	3	4	42/
c. Performing groups at school such as school plays, cheerleading, band, etc	1	2	3	4	43/
d. Leadership groups at school such as student government	1	2	3	4	44/
e. Clubs and other school groups such as yearbook, hobby clubs, etc	1	2	3	4	45/

22. Thinking back to the last full semester when you were in school, about how many days were you absent from school for any reason?

○
46/

(CIRCLE ONE)

None	01	**(SKIP TO QUESTION 26)**	47-48/
1 or 2 days	02		
3 or 4 days	03		
5 to 10 days	04		
11 to 15 days	05		
16 to 20 days	06		
21 or more days	07		

DECK 15

23. **What was the main reason for your last absence from school?**

(CIRCLE ONE)

a. I had to care for a member of my family or close friend 01 49-50

b. I was sick 02

c. My family was on vacation 03

d. I didn't feel like going to school 04

e. I was worried about my safety going to or in school. 05

f. I had to get a job to help my family 06

g. I had problems with a teacher or other adult in school 07

h. I had problems with another student or group of students 08

i. I wanted to spend time with my friends who were not in school 09

j. I wasn't prepared for a test or class assignment 10

k. I couldn't keep up with my school work 11

l. I felt I didn't belong at school 12

m. I don't remember 13

24. Which of the following happened on your last absence from school?

(CIRCLE ONE ON EACH LINE)

	No	**Yes**	**Don't Know**	
a. The school did not do anything	2	1	3	51/
b. Someone from school called my home	2	1	3	52/
c. Someone from school visited my home	2	1	3	53/
d. The school sent a letter to my home	2	1	3	54/
e. The school made me see a counselor	2	1	3	55/

25. When you went back to school after your last absence, which of the following happened?

(CIRCLE ALL THAT APPLY)

a. My teachers helped me catch up on work I missed	1	56/
b. Other students helped me catch up on work I missed	1	57/
c. Someone else helped me	1	58/
d. I didn't need to catch up on any work	1	59/
e. When I came back to school, a teacher was mad at me or put me down in class	1	60/
f. A teacher, counselor, or other adult in the school asked me where I'd been	1	61/
g. I fell behind	1	62/

26. Do you expect to graduate from high school?

(CIRCLE ONE)

No	4	63/
Probably Not	3	
Probably	2	
Yes	1	

27. In the past 2 years, did any of the following things happen to you?

○

64/

(CIRCLE ALL THAT APPLY)

a.	I looked into an alternative school or getting a GED	1	65/
b.	I saw a counselor/social worker	1	66/
c.	I went to a youth center or outreach program	1	67/
d.	I went to family counseling	1	68/
e.	I did work for my religious group	1	69/
f.	I had serious arguments with my family	1	70/
g.	I had little contact with my family	1	71/
h.	I left my family home for a week or more	1	72/
i.	I was arrested	1	73/
j.	I was in a drug rehabilitation program	1	74/
k.	I was in an alcohol rehabilitation program	1	75/
l.	I failed a competency test required for high school graduation.	1	76/
m.	I was held back a grade in school.	1	77/

250

BEGIN DECK 16

28. Who, if anyone, tried to keep you from leaving school when you decided to stop going to school?

○
08/

(CIRCLE ALL THAT APPLY)

a. My parents	1	09/
b. My brother(s)/sister(s)	1	10/
c. My friends	1	11/
d. A teacher	1	12/
e. My principal	1	13/
f. A counselor	1	14/
g. A relative	1	15/
h. My minister, priest, or rabbi	1	16/
i. A social worker	1	17/
j. Other adults	1	18/
k. No one	1	19/

29. Did anyone from your school do any of the following when you stopped going to school?

○
20/

(CIRCLE ALL THAT APPLY)

a.	No one from my school did anything	1	21/
b.	Offered to send me to another school	1	22/
c.	Offered to put me in a special program	1	23/
d.	Offered special tutoring	1	24/
e.	Offered to help me make up work I missed	1	25/
f.	Offered to help me with personal problems	1	26/
g.	Told me I could come back if I kept a certain grade point average	1	27/
h.	Told me I could come back if I didn't miss school so often	1	28/
i.	Told me I could come back if I followed school discipline rules	1	29/
j.	Tried to talk me into staying	1	30/
k.	Told me I couldn't come back	1	31/
l.	I was expelled	1	32/

30. Did your parents do any of the following when you stopped going to school?

○

33/

(CIRCLE ALL THAT APPLY)

a.	Offered to send me to another school	1	34/
b.	Offered to put me in a special program	1	35/
c.	Offered special tutoring	1	36/
d.	Offered to help me make up work I missed	1	37/
e.	Offered to help me with personal problems	1	38/
f.	Tried to talk me into staying in school	1	39/
g.	Told me it was "OK" to leave	1	40/
h.	They were upset	1	41/
i.	They refused to talk to me about school	1	42/
j.	Punished me for leaving school	1	43/
k.	Told me it was my decision to make	1	44/
l.	Didn't care	1	45/
m.	Didn't know I had dropped out	1	46/

31. There are lots of reasons why people return to school. How likely would you be to return to school if ...

(CIRCLE ONE ON EACH LINE)

	Very Unlikely	Somewhat Unlikely	Somewhat Likely	Very Likely	Does Not Apply	
a. it would improve your reading skills?	1	2	3	4	5	47/
b. it would improve your math skills?	1	2	3	4	5	48/
c. you had a babysitter for your children/ brothers and sisters?	1	2	3	4	5	49/
d. if child care were available at your school?	1	2	3	4	5	50/
e. you didn't have to work to support yourself or family?	1	2	3	4	5	51/
f. there were no gangs at your high school?	1	2	3	4	5	52/
g. you felt safer at school?	1	2	3	4	5	53/
h. your parents were more interested in your education?	1	2	3	4	5	54/
i. you felt you belonged at school?	1	2	3	4	5	55/
j. you felt sure you could graduate?	1	2	3	4	5	56/
k. you felt sure you could get a good job after graduation?	1	2	3	4	5	57/
l. your friends went back to school?	1	2	3	4	5	58/

31. (cont.) How likely would you be to return to school if...

(CIRCLE ONE ON EACH LINE)

	Very Unlikely	Somewhat Unlikely	Somewhat Likely	Very Likely	Does Not Apply	
m. you could participate in sports or other activities?	1	2	3	4	5	59/
n. school was more interesting to you?	1	2	3	4	5	60/
o. you could take more job-related courses?	1	2	3	4	5	61/
p. you could attend classes at night or on weekends?	1	2	3	4	5	62/
q. you felt sure you could get the tutoring/extra help to do better in school?	1	2	3	4	5	63/

32. If you wanted to go back to school, whom would you contact to help you out?

(CIRCLE ALL THAT APPLY)

a. My parents	1	64/
b. Another relative	1	65/
c. A teacher	1	66/
d. A counselor	1	67/
e. A coach	1	68/
f. Someone else at school	1	69/
g. Another adult outside of school	1	70/
h. A friend my age	1	71/
i. There is no one whom I would contact to help me	1	72/

BEGIN DECK 17

33. After the last time you left school, what did you do most of the time?

(CIRCLE ALL THAT APPLY)

a.	I did not have a job	1	08/
b.	I was looking for a job	1	09/
c.	I was working part-time	1	10/
d.	I was working full-time	1	11/
e.	I was caring for my child	1	12/
f.	I was caring for a child or someone else in my family	1	13/
g.	I was traveling	1	14/
h.	I was hanging around with friends	1	15/

34. How often do you spend time on the following activities?

(CIRCLE ONE ON EACH LINE)

		Rarely or never	**Less than once a week**	**Once or twice a week**	**Every day or almost every day**	
a.	Visiting with friends at a local hangout	1	2	3	4	16/
b.	Using personal computers	1	2	3	4	17/
c.	Working on hobbies, arts or crafts on my own	1	2	3	4	18/
d.	Reading for pleasure	1	2	3	4	19/
e.	Going to the park, gym, beach, or pool	1	2	3	4	20/
f.	Playing ball or other sports with friends	1	2	3	4	21/
g.	Attending youth groups or recreation programs	1	2	3	4	22/
h.	Volunteering or performing community service	1	2	3	4	23/
i.	Driving or riding around (alone or with friends)	1	2	3	4	24/
j.	Talking with friends on the telephone	1	2	3	4	25/
k.	Talking or doing things with your mother or father	1	2	3	4	26/
l.	Talking or doing things with other adults	1	2	3	4	27/
m.	Taking classes: music, art, language, dance	1	2	3	4	28/
n.	Taking sports lessons: karate, tennis, etc	1	2	3	4	29/
o.	Spending time with parents or other adults	1	2	3	4	30/
p.	Attending religious activities	1	2	3	4	31/

35. **How many hours a day do you usually watch TV or videotapes? ANSWER BOTH A AND B BELOW.**

	(CIRCLE ONE) **A.** **On Weekdays**		**(CIRCLE ONE)** **B.** **On Weekends**	
Don't watch TV	00	32-33/	00	34-35/
Less than 1 hour a day	01		01	
1 - 2 hours	02		02	
2 - 3 hours	03		03	
3 - 4 hours	04		04	
4 - 5 hours	05		05	
5 - 6 hours	06		06	
6 7 hours	06		08	
More than 7 hours	06		09	

DECK 17

III. YOUR PLANS FOR THE FUTURE

36. How important is each of the following to you in your life?

○ 36/

(CIRCLE ONE ON EACH LINE)

	Not Important	Somewhat Important	Very Important	
a. Being successful in my line of work	1	2	3	37/
b. Finding the right person to marry and having a happy family life	1	2	3	38/
c. Having lots of money	1	2	3	39/
d. Having strong friendships	1	2	3	40/
e. Being able to find steady work	1	2	3	41/
f. Helping other people in my community	1	2	3	42/
g. Being able to give my children better opportunities than I've had	1	2	3	43/
h. Living close to parents and relatives	1	2	3	44/
i. Getting away from this area of the country	1	2	3	45/
j. Working to correct social and economic inequalities	1	2	3	46/
k. Having children	1	2	3	47/
l. Having leisure time to enjoy my own interests	1	2	3	48/
m. Getting away from my parents	1	2	3	49/

37. How far in school do you think your father and your mother want you to go? BE SURE TO ANSWER BOTH A AND B BELOW.

		(CIRCLE ONE) A. FATHER		(CIRCLE ONE) B. MOTHER	
a.	Does not apply	00	50-51/	00	52-53/
b.	Less than high school graduation	01		01	
c.	Graduate from high school, but not go any further	02		02	
d.	Go to vocational, trade, or business school after high school	03		03	
e.	Attend a two-year college	04		04	
f.	Attend a four-year college	05		05	
g.	Graduate from college	06		06	
h.	Attend a higher level of school after graduating from college	07		07	
i.	Don't know	08		08	
j.	Parent doesn't care	09		09	

38. As things stand now, how far in school do you think you will get?

○

54/

(CIRCLE ONE)

Less than high school graduation		01	55-56/
High school graduation only		02	
Vocational, trade, or business school after high school	Less than two years	03	
	Two years or more	04	
College program	Less than two years of college	05	
	Two or more years of college (including two-year degree)	06	
	Finish college (four- or five-year degree)	07	
	Master's degree or equivalent	08	
	Ph.D., M.D., or other advanced professional degree	09	

DECK 17

39. ○ 57/ **Which of the categories below comes closest to describing the job or occupation that you expect or plan to have when you are 30 years old? Even if you are not sure, circle your best guess.**

(CIRCLE ONE)

CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent	01	58-59/
CRAFTSMAN such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter	02	
FARMER, FARM MANAGER	03	
HOMEMAKER OR HOUSEWIFE ONLY	04	
LABORER such as construction worker, car washer, sanitary worker, farm laborer.	05	
MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official	06	
MILITARY such as career officer, enlisted man or woman in the Armed Forces	07	
OPERATIVE such as meat cutter, assembler, machine operator, welder, taxicab, bus, or truck driver	08	
PROFESSIONAL such as accountant, artist, registered nurse, engineer, librarian, writer, social worker, actor, actress, athlete, politician, but not including school teacher	09	
PROFESSIONAL such as clergyman, dentist, physician, lawyer, scientist, college teacher	10	
PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner	11	
PROTECTIVE SERVICE such as detective, police officer or guard, sheriff, fire fighter	12	
SALES such as salesperson, advertising or insurance agent, real estate broker	13	
SCHOOL TEACHER such as elementary or secondary	14	
SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter	15	
TECHNICAL such as draftsman, medical or dental technician, computer programmer	16	
NOT PLANNING TO WORK.	17	
OTHER	18	
DON'T KNOW	19	

40. **How much education do you think you need to have in order to get a job in the area that you chose in the last question?**

(CIRCLE ONE)

Some high school	01	60-61/
High school diploma	02	
Some vocational education	03	
Some college education	04	
College degree	05	
Graduate degree (Masters or Ph.D.)	07	

DECK 17

IV. LANGUAGE USE

41. **Is any other language besides English spoken in your home?**

○
62/

(CIRCLE ONE)

No	2	**(SKIP TO QUESTION 46)**	63/
Yes	1		

42. **What other language is spoken in your home?**

(CIRCLE ONE)

Spanish	01	64-65/
Chinese	02	
Japanese	03	
Korean	04	
A Filipino language	05	
Italian	06	
French	07	
German	08	
Greek	09	
Polish	10	
Portuguese	11	
Vietnamese	12	
Cambodian	13	
Other	14	

42A. **Is this your native language (the first language you learned to speak when you were a child)?**

No	2	**(SKIP TO QUESTION 43)**	66/
Yes	1	**(GO TO QUESTION 42B)**	

42B. How well do you do the following?

(CIRCLE ONE ON EACH LINE)

	Not At All	Not Very Well	Well	Very Well	
a. Understand your native language	4	3	2	1	67/
b. Speak your native language	4	3	2	1	68/
c. Read your native language	4	3	2	1	69/
d. Write your native language	4	3	2	1	70/

43. How often is THAT NON-ENGLISH LANGUAGE spoken in each situation listed below?

(IF ANY EXAMPLE DOES NOT APPLY TO YOU, PLEASE CIRCLE "Does Not Apply")

(CIRCLE ONE ON EACH LINE)

How often do you speak that non-English language	Never	Sometimes	About half the time	Always or most of the time	Does Not Apply	
a. to your mother?	0	1	2	3	4	71/
b. to your father?	0	1	2	3	4	72/
c. to your brothers and sisters?	0	1	2	3	4	73/
d. with your friends?	0	1	2	3	4	74/

BEGIN DECK 18

44. How well do you do the following?

○

08/

(CIRCLE ONE ON EACH LINE)

	Not At All	**Not Very Well**	**Well**	**Very Well**	
a. Understand spoken English	4	3	2	1	09/
b. Speak English	4	3	2	1	10/
c. Read English	4	3	2	1	11/
d. Write English	4	3	2	1	12/

45. Since the eighth grade, while you were in school, did you ever receive special help in reading, writing, or speaking English?

(CIRCLE ONE)

No	2	13/
Yes	1	

DECK 18

V. YOUR OPINIONS ABOUT YOURSELF AND YOUR ATTITUDES

46. How do you feel about each of the following statements?

(CIRCLE ONE ON EACH LINE)

	Strongly Disagree	Disagree	Agree	Strongly Agree	
a. I feel good about myself	4	3	2	1	14/
b. I don't have enough control over the direction my life is taking	4	3	2	1	15/
c. In my life, good luck is more important than hard work for success	4	3	2	1	16/
d. I feel I am a person of worth, the equal of other people	4	3	2	1	17/
e. I am able to do things as well as most other people	4	3	2	1	18/
f. Every time I try to get ahead, something or somebody stops me	4	3	2	1	19/
g. My plans hardly ever work out, so planning only makes me unhappy	4	3	2	1	20/
h. On the whole, I am satisfied with myself	4	3	2	1	21/
i. I feel useless at times	4	3	2	1	22/
j. At times I think I am no good at all	4	3	2	1	23/
k. When I make plans, I am almost certain I can make them work	4	3	2	1	24/
l. I feel I do not have much to be proud of	4	3	2	1	25/
m. Chance and luck are very important for what happens in my life	4	3	2	1	26/
n. I feel emotionally empty most of the time	4	3	2	1	27/

47. Choose the answer that is best for you.

(CIRCLE ONE ON EACH LINE)

		False	Mostly False	More False Than True	More True Than False	Mostly True	True	
a.	My parents treat me fairly.	01	02	03	04	05	06	28-29/
b.	I learned things quickly in English classes	01	02	03	04	05	06	30-31/
c.	I have good friends who are members of my own sex	01	02	03	04	05	06	32-33/
d.	Mathematics was one of my best subjects	01	02	03	04	05	06	34-35/
e.	English was one of my best subjects	01	02	03	04	05	06	36-37/
f.	I do not like my parents very much	01	02	03	04	05	06	38-39/
g.	I got good marks in English	01	02	03	04	05	06	40-41/
h.	I get a lot of attention from members of the opposite sex	01	02	03	04	05	06	42-43/
i.	I get along well with my parents	01	02	03	04	05	06	44-45/
j.	I have always done well in mathematics	01	02	03	04	05	06	46-47/
k.	I make friends easily with girls	01	02	03	04	05	06	48-49/
l.	I make friends easily with boys	01	02	03	04	05	06	50-51/
m.	My parents are usually unhappy or disappointed with what I do	01	02	03	04	05	06	52-53/
n.	I was hopeless in English classes	01	02	03	04	05	06	54-55/

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47. (cont.) Choose the answer that is best for you.

(CIRCLE ONE ON EACH LINE)

	False	Mostly False	More False Than True	More True Than False	Mostly True	True	
o. I do not get along very well with girls	01	02	03	04	05	06	56-57/
p. I do not get along very well with boys.	01	02	03	04	05	06	58-59/
q. I got good marks in mathematics	01	02	03	04	05	06	60-61/
r. It is difficult to make friends with members of my own sex.	01	02	03	04	05	06	62-63/
s. I did badly in tests of mathematics	01	02	03	04	05	06	64-65/
t. I'm not very popular with members of the opposite sex.	01	02	03	04	05	06	66-67/
u. My parents understand me.	01	02	03	04	05	06	68-69/

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DECK 18-BEGIN DECK 19

48. Think about how you see your future. What are the chances that...

(CIRCLE ONE ON EACH LINE)

	Very High	High	About Fifty-Fifty	Low	Very Low	
a. you will graduate from high school?	5	4	3	2	1	70/
b. you will go to college?	5	4	3	2	1	71/
c. you will have a job that pays well?	5	4	3	2	1	72/
d. you will be able to own your own home?	5	4	3	2	1	73/
e. you will have a job that you enjoy doing?	5	4	3	2	1	74/
f. you will have a happy family life?	5	4	3	2	1	75/
g. you will stay in good health most of the time?	5	4	3	2	1	76/
h. you will be able to live wherever you want in the country?	5	4	3	2	1	BEGIN DECK 19 08/
i. you will be respected in your community?	5	4	3	2	1	09/
j. you will have good friends you can count on?.	5	4	3	2	1	10/
k. life will turn out better for you than it has for your parents?	5	4	3	2	1	11/
l. your children will have a better life than you had?	5	4	3	2	1	12/

THE FOLLOWING QUESTIONS ARE IMPORTANT TO UNDERSTAND HOW YOUR FRIENDSHIPS RELATE TO YOUR LIFE.

49. Do you have any close friends?

(CIRCLE ONE)

No	2	**(SKIP TO QUESTION 54)**	13/
Yes	1		

50. Were most of them your friends in the eighth grade?

(CIRCLE ONE)

No	2	**(SKIP TO QUESTION 52)**	14/
Yes	1		

51. How have these school friendships changed since you left school?

(CIRCLE ONE)

Things haven't changed	1	15/
I don't see them as often	2	
We don't do the same types of things	3	
I don't see them at all	4	

52. Altogether, how many of your close friends dropped out of school without graduating? (Do not include those who transferred to another school.)

○
16/

(CIRCLE ONE)

None of them	1	17/
Some of them	2	
Most of them	3	
All of them	4	

53. Among your close friends, how important is it to ...

(CIRCLE ONE ON EACH LINE)

	Not at all Important	Somewhat Important	Very Important	
a. attend classes regularly?	1	2	3	18/
b. study?	1	2	3	19/
c. play sports?	1	2	3	20/
d. get good grades?	1	2	3	21/
e. be popular/well-liked?	1	2	3	22/
f. finish high school?	1	2	3	23/
g. have a steady boyfriend/ girlfriend?	1	2	3	24/
h. be willing to party, get wild?	1	2	3	25/
i. continue their education past high school?	1	2	3	26/
j. participate in religious activities?	1	2	3	27/
k. do community work or volunteering?	1	2	3	28/
l. have a steady job?	1	2	3	29/

54. **Since you left school, have you made new friends?**

(CIRCLE ONE)

Yes, and none of them are in school	1	30/
Yes, and some of them are in school	2	
Yes, and most of them are in school	3	
Yes, and all of them are in school	4	
No, I have not made any new friends since I left school	5 **(SKIP TO QUESTION 56)**	

55. **Do your friends who are in school and the ones who are no longer in school ever do things together?**

(CIRCLE ONE)

No, never	1	31/
Yes, sometimes	2	
Yes, a lot	3	

56. How many of your friends belong to a gang?

(CIRCLE ONE)

None of them	0	32/
Some of them	1	
Most of them	2	

57. Do you belong to a gang?

(CIRCLE ONE)

No	2	33/
Yes	1	

58. Think about the people with whom you spend most of your time. What age group are they in?

(CIRCLE ALL THAT APPLY)

a.	13 or younger	1	34/
b.	14-15 years old	1	35/
c.	16-17 years old	1	36/
d.	18-19 years old	1	37/
e.	20-21 years old	1	38/
f.	22-25 years old	1	39/
g.	26 and older.	1	40/

59. **Of all the people you know personally, young or adult, think about the person you admire the most. How would you describe this person?**

(CIRCLE ALL THAT APPLY)

This person:

a. Is popular	1		41/
b. Is honest	1		42/
c. Dresses well	1		43/
d. Is intelligent	1		44/
e. Understands me	1		45/
f. Drives a nice car	1		46/
g. Has a job	1		47/
h. Makes a lot of money	1		48/
i. Is good at sports	1		49/
j. Thinks about important things the way I do	1		50/
k. I do not admire anyone	1	**(SKIP TO QUESTION 61)**	51/

60. **What is your relationship to that person and what is his or her age?**

(CIRCLE ONE ANSWER)

	15 or younger	**16-19 years old**	**20-25 years old**	**26 or older**	
Mother or Father				01	52-53/
A friend	02	03	04	05	
A relative	06	07	08	09	
Other	10	11	12	13	

QUESTIONS 61-65, LIKE ALL ITEMS IN THIS QUESTIONNAIRE, ARE VOLUNTARY. WE HOPE YOU WILL ANSWER EVERY QUESTION, BUT YOU MAY SKIP ANY QUESTION YOU DO NOT WISH TO ANSWER. THE FOLLOWING QUESTIONS ARE IMPORTANT TO UNDERSTAND HOW YOUR RELATIONSHIPS RELATE TO YOUR OTHER IN-SCHOOL AND OUT-OF-SCHOOL EXPERIENCES.

61. Do you think it is important to be married before having sexual intercourse?

(CIRCLE ONE)

Not important	1	54/
Somewhat important	2	
Very important	3	

62. Would you consider having a child if you weren't married?

(CIRCLE ONE)

No	3	55/
Maybe	2	
Yes	1	
Don't know	4	

63. Do you have any children of your own?

○
56/

(CIRCLE ONE)

No, I don't	2	**(SKIP TO QUESTION 66)**	57/
No, but I am expecting one	3	**(SKIP TO QUESTION 66)**	
Yes, I do	1		

63A. If you have children, what are their birthdates?

Oldest/only child..........	|__|__|	|__|__|	19 |__|__|
	Month 58-59/	**Day** 60-61/	**Year** 62-63/
Youngest child............	|__|__|	|__|__|	19 |__|__|
	Month 64-65/	**Day** 66-67/	**Year** 68-69/

63B. Does your child (children) live with you?

(CIRCLE ONE)

No, lives with my parents 1 70/

No, lives with other relatives 2

No, lives with adoptive parents 3

Yes 4

64. Which of the following is true about your relationship with the father/ mother of your child (children)?

(CIRCLE ONE)

We are married and living together 01 71-72/

We are married and not living together 02

We are living together but not married 03

We are dating 04

I am widowed 05

We see each other occasionally 06

We don't see each other any more 07

BEGIN DECK 20

65. How often do the following people help care for your child (children)?

(CIRCLE ONE ON EACH LINE)

	Never	**Some of the time**	**Most of the time**	
				BEGIN DECK 20
a. The child's (children's) other parent	0	1	2	08/
b. The child's (children's) grandparent	0	1	2	09/
c. Another relative (sister, uncle, aunt, cousin)	0	1	2	10/
d. A friend	0	1	2	11/
e. A neighbor	0	1	2	12/
f. A day care center or preschool	0	1	2	13/
g. I take care of my child (children) myself	0	1	2	14/

QUESTIONS 66 THROUGH 69 ARE VOLUNTARY. WE HOPE YOU WILL ANSWER EVERY QUESTION, BUT YOU MAY SKIP ANY QUESTION YOU DO NOT WISH TO ANSWER.

66. How many cigarettes do you usually smoke in a day?

(CIRCLE ONE)

I don't smoke at all	0	15-16/
Less than 1 cigarette per day.	1	
1 to 5 cigarettes a day	2	
About 1/2 pack a day	3	
More than 1/2 pack but less than 2 packs a day	4	
Two packs a day or more	5	

DECK 20

NEXT WE WANT TO ASK YOU ABOUT DRINKING ALCOHOLIC BEVERAGES INCLUDING BEER, WINE, WINE COOLERS, AND LIQUOR.

67. On how many occasions (if any) have you had alcoholic beverages to drink?

(CIRCLE ONE ON EACH LINE)

	0 Occasions	1-2 Occasions	3-19 Occasions	20+ Occasions	
a. In your lifetime	0	1	2	3	17/
b. During the last 12 months	0	1	2	3	18/
c. During the last 30 days	0	1	2	3	19/

68. Think back over the LAST TWO WEEKS. How many times have you had five or more drinks in a row? (A "drink" is a glass of wine, a bottle of beer, a shot glass of liquor, or a mixed drink).

(CIRCLE ONE)

None	0	20-21/
Once	1	
Twice	2	
Three to five times	3	
Six to nine times	4	
Ten or more times	5	

69A. On how many occasions (if any) have you used marijuana (grass, pot) or hashish (hash, hash oil)?

(CIRCLE ONE ON EACH LINE)

	0 Occasions	1-2 Occasions	3-19 Occasions	20+ Occasions	
a. In your lifetime	0	1	2	3	22/
b. During the last 12 months	0	1	2	3	23/
c. During the last 30 days	0	1	2	3	24/

69B. On how many occasions (if any) have you taken cocaine in any form (including "crack")?

(CIRCLE ONE ON EACH LINE)

	0 Occasions	**1-2 Occasions**	**3-19 Occasions**	**20+ Occasions**	
a. In your lifetime	0	1	2	3	25/
b. During the last 12 months	0	1	2	3	26/
c. During the last 30 days	0	1	2	3	27/

VI. BACKGROUND INFORMATION

NOTE: The following three questions pertain to fundamental freedoms of expression. These questions will provide helpful information for the interpretation of survey results. We hope you will answer every question, but you may skip any question you do not wish to answer

70. What is your religious background?

	(CIRCLE ONE)	
Baptist	01	28-29/
Methodist	02	
Lutheran	03	
Presbyterian	04	
Episcopal	05	
Pentecostal	06	
Other Protestant	07	
Roman Catholic	08	
Eastern Orthodox	09	
Mormon	10	
Other Christian	11	
Jewish	12	
Moslem	13	
Eastern Religion (Buddhist, Hindu, Tao)	14	
Other Religion	15	
None	16	

71. In the past year, about how often have you attended religious services?

(CIRCLE ONE)

More than once a week	01
About once a week	02
Two or three times a month	03
About once a month	04
Several times a year or less	05
Not at all	06

72. Do you think of yourself as a religious person?

(CIRCLE ONE)

No, not at all	3
Yes, somewhat	2
Yes, very.	1

VII. MONEY AND WORK

73. Are you currently working or have you ever had a job?

(CIRCLE ONE)

Never worked .... 1 **(SKIP TO QUESTION 82)** 33/

Not working now but worked before .... 2 **(SKIP TO QUESTION 76)**

Currently working 3

74. How many hours do you usually work each week at your current job?

34/

(CIRCLE ONE)

0-10 hours a week 1 35/

11-20 hours a week 2

21-30 hours a week 3

31-40 hours a week 4

Over 40 hours a week 5

75. How many of these hours are on the weekend (Saturday or Sunday)?

(CIRCLE ONE)

0 hours on weekends 01 36-37/

1-5 hours on weekends 02

6-10 hours on weekends 03

11-15 hours on weekends 04

16-20 hours on weekends 05

Over 20 hours on weekends 06

DECK 20

76. What kind of work do/did you do for pay on your current or most recent job?
○ (Do not include work around the house. If more than one kind of work,
38/ choose the one that paid you the most per hour.)

(CIRCLE ONE)

39-40/

Lawn work or odd jobs	01
Fast food worker	02
Waiter or waitress	03
Newspaper route	04
Babysitter or child care	05
Camp counselor or life guard	06
Farm worker	07
Factory worker	08
Manual laborer	09
Store clerk, salesperson	10
House cleaning.	11
Construction work	12
Office or clerical worker	13
Hospital or health worker	14
Other	15

77. **How much do/did you earn per hour on your current or most recent job?**

○
41/

(CIRCLE ONE)

Less than $2.50 per hour	01	42-43/
$2.50 to $3.34	02	
$3.35 to $3.99	03	
$4.00 to $4.99	04	
$5.00 to $5.99	05	
$6.00 to $6.99	06	
$7.00 to $7.99	07	
$8.00 to $9.99	08	
$10.00 per hour or more	09	

78. **How much money do/did you make in an average week?**

(WRITE IN AMOUNT)

$ ☐☐☐☐ . ☐☐ 44-49/

79. **How much of the money you make is spent on each of the categories listed below? (If you are currently unemployed, answer for the last job you had.)**

(CIRCLE ONE ON EACH LINE)

	None of It	Some of It	Most of It	
a. To support myself	0	1	2	50/
b. To support my family	0	1	2	51/
c. To buy things or go out	0	1	2	52/
d. To pay for gas and car expenses	0	1	2	53/
e. For my future education	0	1	2	54/

DECK 20

80. Were you looking for a job last week?

(CIRCLE ONE)

No	2	**(SKIP TO QUESTION 82)**	55/
Yes	1		

81. What have you been doing in the last week to find a job?

(CIRCLE ONE)

a. Nothing	00	56/
b. Checked with:		
1. State employment agency	01	57/
2. Private employment agency	02	58/
3. Military recruiter	03	59/
4. Employer directly	02	60/
5. Friends or relatives	03	61/
6. Placed or answered ads	04	62/
7. Looked in the newspaper	05	63/
8. School employment service	06	64/
9. Other	07	65/

82. Since leaving high school, have you tried to enlist in any branch of the Armed Forces?

(CIRCLE ONE)

No, and I don't plan to enlist	1	66/
No, but I plan to try to enlist soon	2	
Yes, I have tried to enlist and was not accepted	3	
Yes, and I am waiting for an answer	4	
Yes, and I have been accepted	5	

DECK 20-BEGIN DECK 21

VIII. YOUR FAMILY

83. Do you have a twin brother or sister?

Yes	2	67/
No	1	

84. How many older brothers and sisters do you have (including adopted, step- or half-)?

(WRITE IN NUMBER)

|__|__| brother(s) 68-69/

|__|__| sister(s) 70-71/

BEGIN DECK 21

85. How many younger brothers and sisters do you have (including adopted, step- or half-)?

(WRITE IN NUMBER)

|__|__| brother(s) 08-09/

|__|__| sister(s) 10-11/

86. Which of the following people live in the same household with you?

12/

(CIRCLE ALL THAT APPLY)

a. Father	1	13/
b. Stepfather	1	14/
c. Other adult male (foster father, guardian, other)	1	15/
d. Mother	1	16/
e. Stepmother.	1	17/
f. Other adult female (foster mother, guardian, other)	1	18/
g. Husband/wife	1	19/
h. Boyfriend/girlfriend	1	20/
i. My child or children	1	21/

87. How many of the following people live in the same household with you?

(WRITE IN THE NUMBER; ENTER "00" IF NONE)

a. Brother(s) (including adopted, step- or half-) ..... ☐☐ 22-23/

b. Sister(s) (including adopted, step- or half-) .... ☐☐ 24-25/

c. Grandparent(s) .... ☐☐ 26-27/

d. Other relative(s) (under 18) .... ☐☐ 28-29/

e. Other relative(s) (18 or over) .... ☐☐ 30-31/

f. Non-relative(s) (under 18) .... ☐☐ 32-33/

g. Non-relative(s) (18 or over) .... ☐☐ 34-35/

88. What is your marital status?

(CIRCLE ONE)

Single, never married 1 36/

Married 2

Divorced/separated 3

Widowed 4

89. How many of your brothers and sisters (including twin, step-, or half-) left high school before graduating?

(CIRCLE ONE)

I don't have any brothers or sisters 1 37/

None are in high school yet 2

None left school 3

One left school 4

Two or more left school....................................... 5

90. Do you babysit or take care of your own child, younger brothers or sisters, or other relatives?

(CIRCLE ONE)

Does not apply	3	**(SKIP TO QUESTION 93)**	38/
No	2	**(SKIP TO QUESTION 93)**	
Yes	1		

91. On the average, how many hours per day are you responsible for their care?

(WRITE IN NUMBER)

|__|__| hours per day 39-40/

92. When you were in school, in a typical month, how many school days did you miss because of taking care of your own child or your brothers and sisters?

○
41/

(CIRCLE ONE)

None	0	42/
1-2 days	1	
3-6 days	2	
7-9 days	3	
10 days or more	4	
Does not apply	5	

93. Is there anyone in your family with whom you don't get along?

(CIRCLE ALL THAT APPLY)

a. I get along with all the people in my family	1	43/
b. Father	1	44/
c. Other male guardian (stepfather or foster father)	1	45/
d. Mother	1	46/
e. Other female guardian (stepmother or foster mother)	1	47/
f. Brother(s) (including step- or half-)	1	48/
g. Sister(s) (including step- or half-)	1	49/
h. Grandparent(s)	1	50/
i. Other relative(s) (children or adults)	1	51/

94. Lots of things happen in families that may affect young people. In the last 2 years, have any of the following happened to your family?

(CIRCLE ALL THAT APPLY)

a. My family moved to a new home	1	52/
b. My parents got divorced or separated	1	53/
c. One of my parents got married or remarried	1	54/
d. My mother lost her job	1	55/
e. My father lost his job	1	56/
f. My mother started to work	1	57/
g. My father started to work	1	58/
h. I became seriously ill or disabled	1	59/
i. My father died	1	60/
j. My mother died.	1	61/
k. A close relative died	1	62/
l. One of my unmarried sisters got pregnant	1	63/
m. One of my brothers or sisters dropped out of school	1	64/
n. My family went on welfare	1	65/
o. My family went off welfare	1	66/
p. My family stayed on welfare in last two years.	1	67/
q. A family member became seriously ill or disabled	1	68/
r. My family was homeless for a period of time	1	69/
s. None apply.	1	70/

BEGIN DECK 22

95. **How much do your parents try to find out about ...**

(CIRCLE ONE ON EACH LINE)

	Don't know	**Not at all**	**Just a little**	**Some**	**A lot**	BEGIN DECK 22
a. who your friends are?	1	2	3	4	5	08/
b. where you go at night?	1	2	3	4	5	09/
c. how you spend your money?	1	2	3	4	5	10/
d. what you do with your free time?	1	2	3	4	5	11/

96. **Do your parents know the parents of your closest friends?**

(CIRCLE ONE)

No	1	12/
Yes, some parents	2	
Yes, many parents	3	
Don't know	4	

97. **How often do your parents do the following?**

(CIRCLE ONE ON EACH LINE)

	Never	**Rarely**	**Sometimes**	**Often**	
a. Require you to do work or chores around the home	4	3	2	1	13/
b. Limit the amount of time you can spend watching TV or playing video games	4	3	2	1	14/
c. Limit the amount of time you go out with friends	4	3	2	1	15/

98. In your family, who makes most of the decisions on each of the following topics?

(CIRCLE ONE ON EACH LINE)

	My parent(s) decide themselves	My parent(s) decide after discussing it with me	We decide together after discussing	I decide after discussing it with my parent(s)	I decide by myself	
a. How late at night I can stay out	1	2	3	4	5	16/
b. Which friends I spend time with	1	2	3	4	5	17/
c. Whether I have a job	1	2	3	4	5	18/
d. At what age I left school	1	2	3	4	5	19/
e. How I spend my money	1	2	3	4	5	20/
F Whether I can date	1	2	3	4	5	21/
g. What classes I took when I was in school	1	2	3	4	5	22/

99. How true are the following statements for you and your parent(s)?

(CIRCLE ONE ON EACH LINE)

	False	Mostly False	More False Than True	More True Than False	Mostly True	True	
a. My parent(s) trust me to do what they expect without checking up on me	01	02	03	04	05	06	23-24/
b. I often do not know WHY I am supposed to do what my parent(s) tell me to do	01	02	03	04	05	06	25-26/
c. I often count on my parent(s) to solve many of my problems for me	01	02	03	04	05	06	27-28/
d. I think that I will be a source of pride to my parent(s) in the future	01	02	03	04	05	06	29-30/
e. My parents get along well with each other	01	02	03	04	05	06	31-32/
f. When I grow up and have a family, it will be similar to my own.	01	02	03	04	05	06	33-34/

100. **Did you run away from home for a week or more anytime during the last 2 years?**

(CIRCLE ONE)

No 2 35/

Yes 1

101. **Have you ever been left alone for a week or longer without other adults in the household?**

(CIRCLE ONE)

No 2 36/

Yes 1

DATE COMPLETED |__|__| Month 37-38/ |__|__| Day 39-40/ 19 |__|__| Year 41-42/

THANK YOU FOR YOUR COOPERATION.

Appendix K

First Follow-Up New Student Supplement

Note: For the user's convenience, several first follow-up new student supplement items were recoded to facilitate comparisons among and between the same items appearing on the first follow-up student questionnaire and NELS:88 base year student questionnaire. These recodes, in the form of reordered item values, are noted on the questionnaire that appears in this appendix.

NELS 88

National
Educational
Longitudinal
Study of 1988
First Follow-up

NORC - 4492
OMB No. 1850-0593
App. Exp.: 1/91

Sponsored by The National Center for Education Statistics
United States Department of Education
Conducted by NORC
A Social Science Research Center

NEW STUDENT SUPPLEMENT QUESTIONNAIRE
NELS: 88
First Follow-Up

USES OF THE DATA

The data from this survey will be used by educators and by federal and state policymakers to address important issues facing the nation's schools: educational standards, curriculum tracking, dropping out of school, the education of the disadvantaged, the needs of language minority students, incentives for attracting students to the study of science and mathematics, and the features of effective schools.

CONFIDENTIALITY

As a matter of policy, the National Center for Education Statisics is concerned with protecting the privacy of individuals who participate in voluntary surveys. We want to let you know that:

1. Section 406 of the General Education Provisions Act (20-USC 1221e-1) and Public Law 100-297 allow us to ask you the questions in this questionnaire.
2. We are asking you these questions in order to gather information about what happens to students as they move through high school and make decisions about what they are going to do after high school.
3. You may skip any questions you do not wish to answer; however, we hope you answer as many questions as you can.
4. Your responses will be combined with those of other students, and the answers you give will never be identified as yours.

The purpose of this survey is to collect information that will allow teachers and educators to better understand students' various experiences in high school.

This questionnaire is not a test. We hope you will answer each question truthfully, because we need your answers. You may skip any question you do not wish to answer.

GENERAL INSTRUCTIONS

PLEASE READ EACH QUESTION CAREFULLY.

It is important that you follow the directions for responding to each kind of question. These are:

A. (CIRCLE ONE)

What is the color of your eyes?

(CIRCLE ONE)

Brown.................... 1

Blue........................ 2

Green.................... [✓ 3]

Another color......... 4

If the color of your eyes is green, you would circle the 3 as shown.

B. (CIRCLE ALL THAT APPLY)

Last week, did you do any of the following?

(CIRCLE ALL THAT APPLY)

See a play................. 1

Go to a movie........... [✓ 1]

Attend a sporting event......................... [✓ 1]

If you went to a movie and attended a sporting event last week, you would circle the two items as shown.

C. (CIRCLE ONE ON EACH LINE)

Do you plan to do any of the following next week?

(CIRCLE ONE ON EACH LINE)

	Yes	Not Sure	No
a. Visit a relative.....	[✓ 1]	2	3
b. Go to a museum.....	1	[✓ 2]	3
c. Study at a friend's house........	1	2	[✓ 3]

If you plan to visit a relative, are not sure about going to a museum next week, and do not plan to study at a friend's house, you would circle one item on each line as shown.

D. (QUESTION WITH A SKIP)

A. Do you eat sweet foods?

(CIRCLE ONE)

Yes .... 1 **—> Go to B**
No .... 2 **—> Skip to C**

B. Do you brush your teeth after eating sweet foods? <—

(CIRCLE ONE)

Yes 1
No 2

C. Last week, did you do any of the following? <—

(CIRCLE ALL THAT APPLY)

See a play 1

Go to a movie 1

Attend a sporting event 1

BEGIN DECK 01

PART - 1

First, we would like to ask you some general information about you and your parents or guardians.

1. Please print your name.

○
08/

NAME:

____________________ ____________________ ____________________

Last	**First**	**Middle**
09-28/	29-43/	44-58/

2. What is your sex?

○
59/

(CIRCLE ONE)

Male............ 1 60/

Female......... 2

3. When were you born?

○
61/

☐☐	☐☐	19	☐☐
Month	**Day**		**Year**
62-63/	64-65/		66-67/

WHEN WE SAY PARENT(S), MOTHER, OR FATHER, ANSWER FOR THE PARENT/GUARDIAN OR STEPPARENT YOU LIVE WITH.

4. Is your mother living?

(CIRCLE ONE)

No.............. 2 **(SKIP TO QUESTION 6)** 68/

Yes............. 1 **(GO TO QUESTION 5)**

5. Please describe the present or most recent job of your mother, stepmother, or female guardian.

5A. Is she currently working, unemployed, retired, or disabled?

○

69/

(CIRCLE ONE)

Currently working 1 70/

Unemployed 2

Retired 3

Disabled 4

- **If your mother is unemployed, retired, or disabled, answer the following questions for her most recent job.**
- **Also, if your mother works more than one job, please answer for the job you consider to be her major activity.**

5B. What kind of work does she normally do? That is, what is the job called?

○

71/

OCCUPATION:______________________________________ 72-73/

5C. What does she actually do in that job? What are some of her main duties?

____

5D. Describe the place where she works (for example, factory, or fast-food restaurant):

____

5E. What does the company make or do?

____

____

BEGIN DECK 02

6. Is your father living?

(CIRCLE ONE)

No.................... 2 **(SKIP TO QUESTION 8)** 08/

Yes.................... 1 **(GO TO QUESTION 7)**

7. Please describe the present or most recent job of your father, stepfather, or male guardian.

7A. Is he currently working, unemployed, retired, or disabled?

○
09/

(CIRCLE ONE)

Currently working 1 10/

Unemployed 2

Retired 3

Disabled 4

- **If your father is unemployed, retired, or disabled, answer the following questions for his most recent job.**
- **Also, if your father works more than one job, please answer for the job you consider to be his major activity.**

7B. What kind of work does he normally do? That is, what is the job called?

○
11/

OCCUPATION: ____ 12-13/

7C. What does he actually do in that job? What are some of his main duties?

____

7D. Describe the place where he works (for example, factory, or fast-food restaurant):

____

7E. What does the company make or do?

____

____

8. **Next we would like to ask you for some background information.**

8A. **Which best describes you?**

○

14/ **(CIRCLE ONE)**

Asian or Pacific Islander	1	**(GO TO QUESTION 8B)**	15/
Hispanic, regardless of race	2	**(GO TO QUESTION 8C ON PAGE 8)**	
Black, not of Hispanic origin	3	**(SKIP TO QUESTION 10 ON PAGE 8)**	
White, not of Hispanic origin	4	**(SKIP TO QUESTION 10 ON PAGE 8)**	
American Indian or Alaskan Native	5	**(SKIP TO QUESTION 10 ON PAGE 8)**	

8B. **Which of these best describes your background?**

○

16/ **ASIAN OR PACIFIC ISLANDER**

(CIRCLE ONE)

Chinese	01	17-18/
Filipino	02	
Japanese	03	
Korean	04	
Southeast Asian (Vietnamese, Laotian, Cambodian/Kampuchean, Thai, etc.)	05	
Pacific Islander (Samoan, Guamanian, etc.)	06	
South Asian (Asian Indian, Pakistani, Bangladeshi, Sri Lankan, etc.)	07	
West Asian (Iranian, Afghan, Turkish, etc.)	08	
Middle Eastern (Iraqi, Israeli, Lebanese, etc.)	09	
Other Asian	10	

NOW GO ON TO QUESTION 10

8C. Which of these best describes your background?

○
19/

HISPANIC

(CIRCLE ONE)

Mexican, Mexican-American, Chicano 1 20/

Cuban 2

Puerto Rican 3

Other Hispanic 4

9. What is your race?

○
21/

(CIRCLE ONE)

Black Hispanic 1 22/

White Hispanic 2

Other Hispanic 3

10. What best describes the school that you attended when you were in 8th grade?

○
23/

(CIRCLE ONE)

Public 1 24/

Private religious 2

Private non-religious 3

Don't know 4

PART - II

DECK 02

11. Before you started going to school, did you speak any language other than English?

(CIRCLE ONE)

No	2	**(SKIP TO QUESTION 15)**	25/
Yes.	1		

12. What was the first language you learned to speak when you were a child? 26-27/

(CIRCLE ONE)

English	01
Spanish	02
Chinese	03
Japanese	04
Korean	05
A Filipino language.	06
Italian.	07
French	08
German.	09
Greek.	10
Polish.	11
Portuguese	12
Vietnamese.	13
Cambodian	14
Other (write in below).	15

____

13. What OTHER language did you begin to speak before you started going to school?

(CIRCLE ONE)

I also spoke:

English	01	28-29/
Spanish	02	
Chinese	03	
Japanese	04	
Korean	05	
A Filipino language	06	
Italian	07	
French	08	
German	09	
Greek	10	
Polish	11	
Portuguese	12	
Vietnamese	13	
Cambodian	14	
None	15	
Other (write in below)	16	

____

14. What language do you USUALLY speak NOW?

(CIRCLE ONE)

English	01	30-31/
Spanish	02	
Chinese	03	
Japanese	04	
Korean.	05	
A Filipino language	06	
Italian	07	
French	08	
German.	09	
Greek.	10	
Polish.	11	
Portuguese	12	
Vietnamese	13	
Cambodian	14	
Other (write in below)	15	

____

DECK 02

15. What language, other than English, do you currently use most often?

○
32/

(CIRCLE ONE)

33-34/

Spanish	01
Chinese	02
Japanese	03
Korean	04
A Filipino language	05
Italian	06
French	07
German	08
Greek	09
Polish	10
Portuguese	11
Vietnamese	12
Cambodian	13
None	14
Other (write in below)	15

QUESTION 16 IS ABOUT THE USE OF THE LANGUAGE YOU ANSWERED IN QUESTION 15.

16. With regard to THAT LANGUAGE, how well do you do the following?

How well do you...

(CIRCLE ONE ON EACH LINE)

	Not at all	Not Very Well	Well	Very Well	
a. understand that language when people speak it?	5	4	3	1	35/
b. speak that language?	1	2	3	4	36/
c. read that language?	1	2	3	4	37/
d. write that language?	1	2	3	4	38/

17. How well do you do the following?

○
39/

(CIRCLE ONE ON EACH LINE)

	Not at all	Not very Well	Well	Very Well	
a. Understand spoken English	5	4	3	1	40/
b. Speak English	1	2	3	4	41/
c. Read English	1	2	3	4	42/
d. Write English	1	2	3	4	43/

18. Have you ever received special help in reading, writing, or speaking English during school hours?

(CIRCLE ONE)

No .... 2 **(SKIP TO QUESTION 20)** 44/

Yes 1

19. In which grade(s) were you enrolled in this type of program?

(CIRCLE ALL THAT APPLY)

a.	1st grade	1	45/
b.	2nd grade	1	46/
c.	3rd grade	1	47/
d.	4th grade	1	48/
e.	5th grade	1	49/
f.	6th grade	1	50/
g.	7th grade	1	51/
h.	8th grade	1	52/
i.	9th grade	1	53/
j.	10th grade	1	54/

PART - III

20. How far in school did your parents go?

○
55/

ANSWER ONE FOR BOTH A AND B BELOW.

	(CIRCLE ONE) A. FATHER (or male guardian) 56-57/	(CIRCLE ONE) B. MOTHER (or female guardian) 58-59/
a. Did not finish high school	01	01
b. Graduated from high school or equivalent (GED)	02	02
c. After graduating from high school, attended a vocational school, a junior college, a community college, or another type of two-year school	03	03
d. After graduating from high school, went to college but did not complete a four-year degree	04	04
e. Graduated from college	05	05
f. Master's degree or equivalent	06	06
g. Ph.D., M.D., or other equivalent professional degree	07	07
h. Don't know	08	08

21. Which of the following does your family have in your home?

○
60/

(CIRCLE ONE ON EACH LINE)

	Do Not Have	**Have**	
a. A specific place for study	1	2	61/
b. A daily newspaper	1	2	62/
c. Regularly received magazine	1	2	63/
d. An encyclopedia	1	2	64/
e. An atlas	1	2	65/
f. A dictionary.	1	2	66/
g. Typewriter	1	2	67/
h. Computer	1	2	68/
i. Electric dishwasher	1	2	69/
j. Clothes dryer	1	2	70/
k. Washing machine	1	2	71/
l. Microwave oven	1	2	72/
m. More than 50 books	1	2	73/
n. VCR	1	2	74/
o. Pocket calculator	1	2	75/
p. A room of your own	1	2	76/

BEGIN DECK 03

22. Were you ever held back (made to repeat) a grade in school?

○

08/

No	1	09/
Yes, I repeated grade(s)	2	

GRADES REPEATED: (CIRCLE ALL THAT APPLY)

a. Kindergarten	1	10/
b. Grade 1	1	11/
c. Grade 2	1	12/
d. Grade 3	1	13/
e. Grade 4	1	14/
f. Grade 5	1	15/
g. Grade 6	1	16/
h. Grade 7	1	17/
i. Grade 8	1	18/
j. Grade 9	1	19/
k. Grade 10	1	20/

THANK YOU FOR YOUR COOPERATION.

Appendix L

First Follow-Up

Abbreviated Questionnaires

Questions appearing in first follow-up abbreviated questionnaires

	STUDENT		DROPOUT		NEW STUDENT SUPPLEMENT
1-4B	Locating information for respondent, parents, and close friend or relative	1-4B	Locating information for respondent, parents, and close friend or relative	1-3	Respondent name, sex, birthdate
5	Respondent's grade level	6	Reasons for leaving school	4	Is respondent's mother living
6A-B	School respondent will attend in twelfth grade	7	Last time respondent attended school	5A-E	Mother's employment status and description of current or most recent job
13	Number of days absent from school in first half of school year	8	Respondent's last grade level attended	6	Is respondent's father living
14	Main reason for last absence	9	Did respondent pass last grade attended	7A-E	Father's employment status and description of current or most recent job
17	Respondent's assessment of how long it will take to graduate from high school	10	Name of last school attended	8A-C, 9	Respondent's ethnic background
18A	Respondent's degree of certainty that he or she will graduate from high school	11	Respondent's plans to get a high school diploma or GED	10	Type of school respondent attended in eighth grade
20	Type of high school program	16	Type of program in last school attended	11	Did respondent speak a language other than English before starting to go to school
39	Respondent's grades from beginning of ninth grade	20	Respondent's grades from beginning of ninth grade until last grade attended	12	What was first language respondent learned to speak as a child
49	Respondent's assessment of how far in school he or she will get	22	Number of days absent in last semester respondent attended school	13	What other language did respondent speak before starting to go to school
53	Type of job or occupation respondent expects to have right after high school and at age 30	38	Respondent's assessment of how far in school he or she will get	14	Language respondent usually speaks
54-55	What other language, besides English, is spoken in respondent's home	39	Type of job or occupation respondent expects to have at age 30	15-16	Language other than English respondent uses most often, and degree of proficiency in that language
57	Degree of respondent's English proficiency	41-42	What other language, besides English, is spoken in respondent's home		
		44	Degree of respondent's English proficiency		

Note: Question numbers pertain to the original full versions of each questionnaire

Questions appearing in first follow-up abbreviated questionnaires

	STUDENT		DROPOUT		NEW STUDENT SUPPLEMENT
84	Respondent's most recent employment status	63	Does respondent have children	17	Degree of respondent's English proficiency
85	Number of hours worked per week at current or most recent job	73	Respondent's most recent employment status	20	Educational attainment of respondent's parents
88	Respondent's hourly salary at current or most recent job	74	Number of hours worked per week at current job	22	Was respondent ever held back
92-93	Other people living in respondent's household	77	Respondent's hourly salary at current or most recent job		
		[illegible]	Other people living in respondent's household		

Note: Question numbers pertain to the original full versions of each questionnaire

Appendix M

Critical Items:

First Follow-Up Dropout and

New Student Supplement Questionnaires

Critical Items on NELS:88 First Follow Up Dropout Questionnaire

F1D1*	Name, address, and phone
F1D2A*	Mother alive; same address and phone
F1D2B*	Mother's name, address, and phone
F1D3A*	Father alive; same address and phone
F1D3B*	Father's name, address, and phone
F1D4A&B*	Relative/friend's name, address, and phone
F1D6A*	Left school because I had to get a job
F1D6B*	Left school because I found a job
F1D6C*	Left school because I didn't like school
F1D6D*	Left school because I couldn't get along with teachers
F1D6E*	Left school because I couldn't get along with other students
F1D6F*	Left school because I wanted to have a family
F1D6G*	Left school because I was pregnant
F1D6H*	Left school because I became the parent of a baby
F1D6I*	Left school because I had to support my family
F1D6J*	Left school because I was suspended too often
F1D6K*	Left school because I didn't feel safe at school
F1D6L*	Left school because I wanted to travel
F1D6M*	Left school because my friends had dropped out of school
F1D6N*	Left school because I had to care for a member of my family
F1D6O*	Left school because I was expelled from school
F1D6P*	Left school because I felt I didn't belong at school
F1D6Q*	Left school because I couldn't keep up with my schoolwork
F1D6R*	Left school because I was failing school
F1D6S*	Left school because I got married or planned to get married
F1D6T*	Left school because I changed schools and didn't like my new school
F1D6U*	Left school because I couldn't work and go to school at the same time
F1D7*	Month and year when last attended school
F1D8*	Grade in then
F1D9*	Passed that grade
F1D10*	Name and address of last school attended
F1D11*	Plans for diploma or GED
F1D16*	High school program
F1D19	Main reason for choosing classes taken
F1D20*	Grades in high school
F1D22*	Number of days absent
F1D27A	Last two years I looked into an alternative school or a GED
F1D27B	Last two years I saw a counselor/social worker
F1D27C	Last two years I went to a youth center or outreach program
F1D27D	Last two years I went to family counseling
F1D27E	Last two years I did work for my religious group
F1D27F	Last two years I had serious arguments with my family
F1D27G	Last two years I had little contact with my family
F1D27H	Last two years I left my family home for a week or more
F1D27I	Last two years I was arrested

* Denotes critical items that were included in all versions of the dropout questionnaire.

F1D27J	Last two years I was in a drug rehabilitation program
F1D27K	Last two years I was in an alcohol rehabilitation program
F1D27L	Last two years I failed a competency test required for graduation
F1D27M	Last two years I was held back a grade in school
F1D28A	My parent(s) tried to keep me from leaving school
F1D28B	My brother(s)/sister(s) tried to keep me from leaving school
F1D28C	My friends tried to keep me from leaving school
F1D28D	A teacher tried to keep me from leaving school
F1D28E	My principal tried to keep me from leaving school
F1D28F	A counselor tried to keep me from leaving school
F1D28G	A relative tried to keep me from leaving school
F1D28H	My minister, priest, or rabbi tried to keep me from leaving school
F1D28I	A social worker tried to keep me from leaving school
F1D28J	Other adults tried to keep me from leaving school
F1D28K	No one tried to keep me from leaving school
F1D29A	When I stopped going to school no one from my school did anything
F1D29B	When I stopped going to school someone there offered to send me to another school
F1D29C	When I stopped going to school someone there offered to put me in a special program
F1D29D	When I stopped going to school someone there offered special tutoring
F1D29E	When I stopped going to school someone there offered to help me make up work
F1D29F	When I stopped going to school someone there offered help with personal problems
F1D29G	When I stopped going to school someone there said I could return if kept a GPA
F1D29H	When I stopped going to school someone there said I could return if less absences
F1D29I	When I stopped going to school someone there said I could return if followed rules
F1D29J	When I stopped going to school someone there tried to talk me into staying
F1D29K	When I stopped going to school someone there told me I couldn't come back
F1D29L	When I stopped going to school I was expelled
F1D30A	When I stopped going to school my parents offered to send me to another school
F1D30B	When I stopped going to school my parents offered to put me in a special program
F1D30C	When I stopped going to school my parents offered special tutoring
F1D30D	When I stopped going to school my parents offered to help me make up work
F1D30E	When I stopped going to school my parents offered help with personal problems
F1D30F	When I stopped going to school my parents tried to talk me into staying
F1D30G	When I stopped going to school my parents told me it was "OK" to leave
F1D30H	When I stopped going to school my parents were upset
F1D30I	When I stopped going to school my parents refused to talk to me about school
F1D30J	When I stopped going to school my parents punished me for leaving school
F1D30K	When I stopped going to school my parents told me it was my decision to make
F1D30L	When I stopped going to school my parents didn't care
F1D30M	When I stopped going to school my parents didn't know I had dropped out
F1D36A	Importance of success in line of work
F1D36B	Importance of marrying right person
F1D36C	Importance of lots of money
F1D36D	Importance of strong friendships
F1D36E	Importance of steady work
F1D36F	Importance of helping others
F1D36G	Importance of giving child better chance
F1D36H	Importance of living near parents
F1D36I	Importance of getting away from area

F1D36J	Importance of correcting inequalities
F1D36K	Importance of children
F1D36L	Importance of leisure time
F1D36M	Importance of getting away from parents
F1D38*	Distance think will go in school
F1D39*	Job expect or plan to have at age 30
F1D41*	Any language other than English spoken at home
F1D44A*	How well understand spoken English
F1D44B*	How well speak English
F1D44C*	How well read English
F1D44D*	How well write English
F1D52	How many close friends dropped out of school
F1D63*	Have children of own
F1D74*	Hours usually work at current job
F1D76	Kind of work done for pay on current or most recent job
F1D77*	Earnings per hour on current or most recent job
F1D86A*	Father live in house
F1D86B*	Stepfather live in house
F1D86C*	Other adult male live in house
F1D86D*	Mother live in house
F1D86E*	Stepmother live in house
F1D86F*	Other adult female live in house
F1D86G*	Husband/wife live in house
F1D86H*	Boyfriend/girlfriend live in house
F1D86I*	Own child live in house
F1D92	When in school, days missed because babysitting

* Denotes critical items that were included in all versions of the dropout questionnaire.

Critical Items on NELS:88 First Follow Up New Student Supplement

F1N1*	Name
F1N2*	Sex
F1N3*	Birthdate
F1N5A*	Mother's employment status
F1N5B*	Mother's occupation
F1N7A*	Father's employment status
F1N7B*	Father's occupation
F1N8A*	Race/ethnicity
F1N8B*	Asian or pacific islander subcategory
F1N8C*	Hispanic subcategory
F1N9*	Hispanic race
F1N10*	School type in 8th grade
F1N15*	Language other than English currently used most often
F1N17A	How well understand spoken English
F1N17B	How well speak English
F1N17C	How well read English
F1N17D	How well write English
F1N20A	Father's education
F1N20B	Mother's education
F1N21A	Family has a specific place for study
F1N21B	Family has a daily newspaper
F1N21C	Family has a regularly received magazine
F1N21D	Family has an encyclopedia
F1N21E	Family has an atlas
F1N21F	Family has a dictionary
F1N21G	Family has a typewriter
F1N21H	Family has a computer
F1N21I	Family has an electric dishwasher
F1N21J	Family has a clothes dryer
F1N21K	Family has a washing machine
F1N21L	Family has a microwave oven
F1N21M	Family has more than 50 books
F1N21N	Family has a VCR
F1N21O	Family has a pocket calculator
F1N21P	I have a room of my own
F1N22	Ever held back a grade on school

* Denotes critical items that were included in both versions of the new student supplement questionnaire.

Appendix N

Phase 4 Enrollment Screener

PRE-IDENTIFIED ENROLLMENT STATUS SCREENER

Interviewer: Fill this out for each pre-identified dropout in your assignment. **Remember, in addition to completing an Abbreviated Dropout or Student Questionnaire, you must administer the Abbreviated New Student Supplement (NSS) if the student/dropout was a base year nonrespondent or a 1FU freshened student**. If speaking with parent, use sample member's name; if speaking with sample member, use "you".

CASE ID: |___|___|___|___|___|___|___|

CASE NAME: ____
FIRST LAST

INTERVIEW WITH (circle one): sample member parent other (fill in name below)

PARENT OR OTHER CONTACT NAME: ______________________________

1 Did (name of sample member or you), have 20 or more consecutive unexcused absences between MARCH, 1989 and MARCH, 1990 ? (To clarify, ask: "were you 'out of school' for 20 or more consecutive days?")

(CIRCLE ONE)

NO 1

YES 2

2. Did (name of sample member or you), have 20 or more consecutive unexcused absences between APRIL, 1990 and JUNE, 1990 ?

(CIRCLE ONE)

NO .... 1 ---> (IF "NO" TO Q.1 AND Q.2, GO TO Q.6)
|--> (IF "YES" TO Q.1 AND "NO" TO Q.2, GO TO Q.3) (ADMINISTER STUD QUEX)

YES .... 2 ---> (GO TO Q.3) (ADMINISTER DO QUEX)

3. During which month and year did (s/he or you) first stop attending school?

|___|___| - 1 9 |___|___|
MONTH YEAR

4. Did (s/he or you) return to school, and if so, during which month and year?

(CIRCLE ONE)

NO ....1 **(STOP HERE)**

YES ....2 |__|__| - 1 9 |__|__| **(GO TO Q.5)**
MONTH YEAR

5. Did (s/he or you) stop attending school again at some later point; if so, when?

(CIRCLE ONE)

NO ....1 **(STOP HERE)**

YES ....2 |__|__| - 1 9 |__|__| **(STOP HERE)**
MONTH YEAR

6. (His/Her or Your) school records indicated that (s/he or you) had left school for 20 or more consecutive days in the 1989-90 school year; did (s/he or you) transfer to another school? If so, when?

(CIRCLE ONE)

NO ....1 **(FIND OUT WHAT SAMPLE MEMBER WAS DOING)**

YES ....2 |__|__| - 1 9 |__|__| **(GO TO Q.7)**
MONTH YEAR

7. Did (s/he or you) complete the 1989-90 school year there ?

(CIRCLE ONE)

NO ....1 **(FIND OUT WHAT SAMPLE MEMBER WAS DOING)**

YES ....2 **(GO TO Q.8)**

8. What is the name and location of that school?

SCHOOL NAME: ______________________________

SCHOOL CITY: ____________________ SCHOOL STATE: __________

(STOP HERE. ADMINISTER NEW STUDENT SUPPLEMENT IF NECESSARY, THEN GO ON TO STUDENT OR DROPOUT QUEX)

Appendix O

NELS:88 First Follow-Up

Dropout Questionnaire Codebook

Note: The special nonresponse-adjusted weights and flags do not appear with the other weights and flags. F1DAJFLG, F1DQAJWT, and F1DPAJWT appear at the end of the dropout data tape and codebook.

Question CASEID

Tape Pos. 1-7
Format: I7

STU_ID = RESPONDENT ID NUMBER

II. YOUR SCHOOL EXPERIENCES AND ACTIVITIES

Question 5

Tape Pos. 8-8
Format: I1

F1D5 REMEMBER 1ST THOUGHTS ABOUT LEAVING SCHL

Thinking back to your years in school, do you remember when you first thought about leaving school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	518	49.7%	72.4%
NO	2	243	23.3%	27.6%
RESERVED CODES:				
MISSING	8	282	27.0%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 6

Here are some reasons other people have given for leaving school. Which of these would you say applied to you?

Question 6A

Tape Pos. 9-9
Format: I1

F1D6A I HAD TO GET A JOB

I had to get a job.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	173	16.6%	14.6%
DOES NOT APPLY	2	827	79.3%	85.4%
RESERVED CODES:				
REFUSAL	7	11	1.1%	(MISS)
MISSING	8	32	3.1%	(MISS)
TOTALS:		1043	100.0%	100.0%

Question 6B

Tape Pos. 10-10
Format: I1

F1D6B I FOUND A JOB

I found a job.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	179	17.2%	16.4%
DOES NOT APPLY	2	821	78.7%	83.6%
RESERVED CODES:				
REFUSAL	7	11	1.1%	(MISS)
MISSING	8	32	3.1%	(MISS)
TOTALS:		1043	100.0%	100.0%

Question 6C

Tape Pos. 11-11
Format: I1

F1D6C I DIDN'T LIKE SCHOOL

I didn't like school.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	506	48.5%	53.1%
DOES NOT APPLY	2	494	47.4%	46.9%
RESERVED CODES:				
REFUSAL	7	11	1.1%	(MISS)
MISSING	8	32	3.1%	(MISS)
TOTALS:		1043	100.0%	100.0%

Question 6D

Tape Pos. 12-12
Format: I1

F1D6D I COULDN'T GET ALONG WITH TEACHERS

I couldn't get along with teachers.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	344	33.0%	35.6%
DOES NOT APPLY	2	656	62.9%	64.4%
RESERVED CODES:				
REFUSAL	7	11	1.1%	(MISS)
MISSING	8	32	3.1%	(MISS)
TOTALS:		1043	100.0%	100.0%

Question 6E

Tape Pos. 13-13
Format: I1

F1D6E I COULDN'T GET ALONG WITH OTHER STUDENTS

I couldn't get along with other students.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	163	15.6%	19.1%
DOES NOT APPLY	2	837	80.2%	80.9%
RESERVED CODES:				
REFUSAL	7	11	1.1%	(MISS)
MISSING	8	32	3.1%	(MISS)
TOTALS:		1043	100.0%	100.0%

Question 6F

Tape Pos. 14-14
Format: I1

F1D6F I WANTED TO HAVE A FAMILY

I wanted to have a family.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	64	6.1%	5.7%
DOES NOT APPLY	2	936	89.7%	94.3%
RESERVED CODES:				
REFUSAL	7	11	1.1%	(MISS)
MISSING	8	32	3.1%	(MISS)
TOTALS:		1043	100.0%	100.0%

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QUESTIONNAIRE FIRST FOLLOW-UP NELS:88

Question 6G

Tape Pos. 15-15
Format: I1

F1D6G I WAS PREGNANT

(FOR FEMALES ONLY) I was pregnant.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	118	11.3%	14.7%
DOES NOT APPLY	2	882	84.6%	85.3%
RESERVED CODES:				
REFUSAL	7	11	1.1%	(MISS)
MISSING	8	32	3.1%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: The percentages reported for this item are based on a denominator that includes all dropout participants--both males and females--although only females qualified to answer this question. When using this variable in analyses, male dropout respondents should be excluded.

Question 6H

Tape Pos. 16-16
Format: I1

F1D6H I BECAME THE FATHER/MOTHER OF A BABY

I became the father/mother of a baby.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	117	11.2%	13.3%
DOES NOT APPLY	2	883	84.7%	86.7%
RESERVED CODES:				
REFUSAL	7	11	1.1%	(MISS)
MISSING	8	32	3.1%	(MISS)
TOTALS:		1043	100.0%	100.0%

Question 6I

Tape Pos. 17-17
Format: I1

F1D6I I HAD TO SUPPORT MY FAMILY

I had to support my family.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	75	7.2%	8.6%
DOES NOT APPLY	2	925	88.7%	91.4%
RESERVED CODES:				
REFUSAL	7	11	1.1%	(MISS)
MISSING	8	32	3.1%	(MISS)
TOTALS:		1043	100.0%	100.0%

Question 6J

Tape Pos. 18-18
Format: I1

F1D6J I WAS SUSPENDED TOO OFTEN

I was suspended too often.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	156	15.0%	16.2%
DOES NOT APPLY	2	844	80.9%	83.8%
RESERVED CODES:				
REFUSAL	7	11	1.1%	(MISS)
MISSING	8	32	3.1%	(MISS)
TOTALS:		1043	100.0%	100.0%

Question 6K

Tape Pos. 19-19
Format: I1

F1D6K I DID NOT FEEL SAFE AT SCHOOL

I did not feel safe at school.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	92	8.8%	11.4%
DOES NOT APPLY	2	908	87.1%	88.6%
RESERVED CODES:				
REFUSAL	7	11	1.1%	(MISS)
MISSING	8	32	3.1%	(MISS)
TOTALS:		1043	100.0%	100.0%

Question 6L

Tape Pos. 20-20
Format: I

F1D6L I WANTED TO TRAVEL

I wanted to travel.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	35	3.4%	2.3%
DOES NOT APPLY	2	965	92.5%	97.7%
RESERVED CODES:				
REFUSAL	7	11	1.1%	(MISS)
MISSING	8	32	3.1%	(MISS)
TOTALS:		1043	100.0%	100.0%

Question 6M

Tape Pos. 21-21
Format: I1

F1D6M MY FRIENDS HAD DROPPED OUT OF SCHOOL

My friends had dropped out of school.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	125	12.0%	13.8%
DOES NOT APPLY	2	875	83.9%	86.2%
RESERVED CODES:				
REFUSAL	7	11	1.1%	(MISS)
MISSING	8	32	3.1%	(MISS)
TOTALS:		1043	100.0%	100.0%

Question 6N

Tape Pos. 22-22
Format: I1

F1D6N I HAD TO CARE FOR A MEMBER OF MY FAMILY

I had to care for a member of my family.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	75	7.2%	8.4%
DOES NOT APPLY	2	925	88.7%	91.6%
RESERVED CODES:				
REFUSAL	7	11	1.1%	(MISS)
MISSING	8	32	3.1%	(MISS)
TOTALS:		1043	100.0%	100.0%

Question 6O

Tape Pos. 23-23
Format: I1

F1D6O I WAS EXPELLED FROM SCHOOL

I was expelled from school.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	126	12.1%	13.1%
DOES NOT APPLY	2	874	83.8%	86.9%
RESERVED CODES:				
REFUSAL	7	11	1.1%	(MISS)
MISSING	8	32	3.1%	(MISS)
TOTALS:		1043	100.0%	100.0%

Question 6P

Tape Pos. 24-24
Format: I1

F1D6P I FELT I DIDN'T BELONG AT SCHOOL

I felt I didn't belong at school.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	252	24.2%	25.0%
DOES NOT APPLY	2	748	71.7%	75.0%
RESERVED CODES:				
REFUSAL	7	11	1.1%	(MISS)
MISSING	8	32	3.1%	(MISS)
TOTALS:		1043	100.0%	100.0%

Question 6Q

Tape Pos. 25-25
Format: I1

F1D6Q I COULDN'T KEEP UP WITH MY SCHOOLWORK

I couldn't keep up with my schoolwork.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	312	29.9%	31.5%
DOES NOT APPLY	2	688	66.0%	68.5%
RESERVED CODES:				
REFUSAL	7	11	1.1%	(MISS)
MISSING	8	32	3.1%	(MISS)
TOTALS:		1043	100.0%	100.0%

Question 6R

Tape Pos. 26-26
Format: I1

F1D6R I WAS FAILING SCHOOL

I was failing school.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	442	42.4%	42.1%
DOES NOT APPLY	2	558	53.5%	57.9%
RESERVED CODES:				
REFUSAL	7	11	1.1%	(MISS)
MISSING	8	32	3.1%	(MISS)
TOTALS:		1043	100.0%	100.0%

Question 6S

Tape Pos. 27-27
Format: I1

F1D6S I GOT MARRIED OR PLANNED TO GET MARRIED

I got married or planned to get married.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	122	11.7%	11.6%
DOES NOT APPLY	2	878	84.2%	88.4%
RESERVED CODES:				
REFUSAL	7	11	1.1%	(MISS)
MISSING	8	32	3.1%	(MISS)
TOTALS:		1043	100.0%	100.0%

Question 6T

Tape Pos. 28-28
Format: I1

F1D6T CHANGED SCHOOLS AND DIDN'T LIKE NEW ONE

I changed schools and didn't like my new school.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	109	10.5%	13.6%
DOES NOT APPLY	2	891	85.4%	86.4%
RESERVED CODES:				
REFUSAL	7	11	1.1%	(MISS)
MISSING	8	32	3.1%	(MISS)
TOTALS:		1043	100.0%	100.0%

Question 6U

Tape Pos. 29-29
Format: I1

F1D6U COULDN'T WORK/GO TO SCHOOL AT SAME TIME

I couldn't work and go to school at the same time.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	178	17.1%	15.1%
DOES NOT APPLY	2	822	78.8%	84.9%
RESERVED CODES:				
REFUSAL	7	11	1.1%	(MISS)
MISSING	8	32	3.1%	(MISS)
TOTALS:		1043	100.0%	100.0%

Question 7

When did you last attend school?

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Question 7MNTH

Tape Pos. 30-31
Format: I2

F1D7MNTH MONTH R LAST ATTENDED SCHOOL

Month last attended school.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
JANUARY	1	128	12.3%	9.9%
FEBRUARY	2	138	13.2%	12.6%
MARCH	3	104	10.0%	12.6%
APRIL	4	80	7.7%	7.3%
MAY	5	104	10.0%	9.8%
JUNE	6	72	6.9%	5.6%
JULY	7	5	.5%	.3%
AUGUST	8	26	2.5%	2.3%
SEPTEMBER	9	79	7.6%	7.7%
OCTOBER	10	92	8.8%	10.0%
NOVEMBER	11	91	8.7%	11.3%
DECEMBER	12	98	9.4%	10.5%
RESERVED CODES:				
MULTIPLE RESPONSE	96	2	.2%	(MISS)
REFUSAL	97	1	.1%	(MISS)
MISSING	98	23	2.2%	(MISS)
TOTALS:		1043	100.0%	100.0%

Question 7YEAR

Tape Pos. 32-32
Format: I1

F1D7YEAR YEAR R LAST ATTENDED SCHOOL

Year last attended school.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
1987	1	7	.7%	.5%
1988	2	127	12.2%	8.8%
1989	3	532	51.0%	53.6%
1990	4	360	34.5%	37.2%
RESERVED CODES:				
REFUSAL	7	1	.1%	(MISS)
MISSING	8	16	1.5%	(MISS)
TOTALS:		1043	100.0%	100.0%

Question 8

Tape Pos. 33-33
Format: I1

F1D8 GRADE R IN WHEN LAST ATTENDED SCHOOL

What grade were you in then?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
IN EIGHTH GRADE	1	79	7.6%	6.7%
IN NINTH GRADE	2	433	41.5%	38.2%
IN TENTH GRADE	3	488	46.8%	55.1%
RESERVED CODES:				
REFUSAL	7	5	.5%	(MISS)
MISSING	8	38	3.6%	(MISS)
TOTALS:		1043	100.0%	100.0%

Question 9

Tape Pos. 34-34
Format: I1

F1D9 DID R PASS LAST GRADE ATTENDED IN SCHOOL

Did you pass that grade?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	197	18.9%	18.1%
NO	2	818	78.4%	81.9%
RESERVED CODES:				
REFUSAL	7	3	.3%	(MISS)
MISSING	8	25	2.4%	(MISS)
TOTALS:		1043	100.0%	100.0%

Question 11

Tape Pos. 35-35
Format: I1

F1D11 PLAN TO GET A HIGH SCHOOL DIPLOMA OR GED

Do you plan to get a high school diploma or GED?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, I PLAN TO GO BACK TO SCHOOL TO GET A DIPLOMA	1	303	29.1%	31.1%
YES, I AM ENROLLED OR PLAN TO ENROLL IN AN ALTERNATIVE SCHOOL OR GED PROGRAM	2	300	28.8%	32.9%
YES, I PLAN TO GET A DIPLOMA OR GED	3	324	31.1%	28.5%
NO, I DO NOT PLAN TO GET A DIPLOMA OR GED	4	56	5.4%	4.0%
I ALREADY HAVE GED EQUIVALENT	5	43	4.1%	3.6%
RESERVED CODES:				
MULTIPLE RESPONSE	6	9	.9%	(MISS)
REFUSAL	7	1	.1%	(MISS)
MISSING	8	7	.7%	(MISS)
TOTALS:		1043	100.0%	100.0%

Question 12

How much do you agree with the following statements about the school you left?

Question 12A

Tape Pos. 36-36
Format: I1

F1D12A STUDENTS GOT ALONG WITH TEACHERS

Students got along well with teachers.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	36	3.5%	3.5%
AGREE	2	314	30.1%	49.7%
DISAGREE	3	274	26.3%	38.1%
STRONGLY DISAGREE	4	68	6.5%	8.7%
RESERVED CODES:				
MISSING	8	351	33.7%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 12B

Tape Pos. 37-37
Format: I1

F1D12B THERE WAS REAL SCHOOL SPIRIT

There was real school spirit.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	125	12.0%	16.5%
AGREE	2	312	29.9%	48.4%
DISAGREE	3	183	17.5%	26.4%
STRONGLY DISAGREE	4	64	6.1%	8.7%
RESERVED CODES:				
MISSING	8	359	34.4%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 12C

Tape Pos. 38-38
Format: I1

F1D12C RULES FOR BEHAVIOR WERE STRICT

Rules for behavior were strict.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE.................	1	176	16.9%	22.6%
AGREE..........................	2	247	23.7%	35.9%
DISAGREE.......................	3	201	19.3%	32.9%
STRONGLY DISAGREE..............	4	62	5.9%	8.6%
RESERVED CODES:				
MULTIPLE RESPONSE............	6	1	.1%	(MISS)
MISSING......................	8	356	34.1%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 12D

Tape Pos. 39-39
Format: I1

F1D12D DISCIPLINE WAS FAIR

Discipline was fair.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE.................	1	66	6.3%	8.8%
AGREE..........................	2	335	32.1%	50.7%
DISAGREE.......................	3	184	17.6%	27.9%
STRONGLY DISAGREE..............	4	98	9.4%	12.6%
RESERVED CODES:				
MISSING......................	8	360	34.5%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 12E

Tape Pos. 40-40
Format: I1

F1D12E STUDENTS FRIENDLY W/OTHER RACIAL GROUPS

Students made friends with the students from other racial or ethnic groups.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE.................	1	148	14.2%	21.5%
AGREE..........................	2	358	34.3%	53.1%
DISAGREE.......................	3	113	10.8%	17.9%
STRONGLY DISAGREE..............	4	67	6.4%	7.6%
RESERVED CODES:				
MISSING......................	8	357	34.2%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 12F

Tape Pos. 41-41
Format: I1

F1D12F OTHER STUDENTS OFTEN DISRUPTED CLASS

Other students often disrupted class.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE.................	1	160	15.3%	24.9%
AGREE..........................	2	338	32.4%	48.8%
DISAGREE.......................	3	144	13.8%	18.8%
STRONGLY DISAGREE..............	4	43	4.1%	7.5%
RESERVED CODES:				
MISSING......................	8	358	34.3%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 12G

Tape Pos. 42-42
Format: I1

F1D12G THE TEACHING WAS GOOD

The teaching was good.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE.................	1	106	10.2%	12.3%
AGREE..........................	2	347	33.3%	54.7%
DISAGREE.......................	3	172	16.5%	26.0%
STRONGLY DISAGREE..............	4	61	5.8%	7.0%
RESERVED CODES:				
MISSING......................	8	357	34.2%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 12H

Tape Pos. 43-43
Format: I1

F1D12H TEACHERS WERE INTERESTED IN STUDENTS

Teachers were interested in students.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE.................	1	96	9.2%	11.5%
AGREE..........................	2	297	28.5%	45.4%
DISAGREE.......................	3	223	21.4%	33.1%
STRONGLY DISAGREE..............	4	68	6.5%	10.0%
RESERVED CODES:				
MULTIPLE RESPONSE............	6	3	.3%	(MISS)
MISSING......................	8	356	34.1%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

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Question 12I

Tape Pos. 44-44
Format: I1

F1D12I WHEN I WORKED TEACHERS PRAISED MY EFFORT

When I worked hard on schoolwork, my teachers praised my effort.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	102	9.8%	16.2%
AGREE	2	301	28.9%	40.8%
DISAGREE	3	228	21.9%	36.2%
STRONGLY DISAGREE	4	55	5.3%	6.8%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.1%	(MISS)
MISSING	8	356	34.1%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 12J

Tape Pos. 45-45
Format: I1

F1D12J I OFTEN FELT 'PUT DOWN' BY MY TEACHERS

In class, I often felt "put down" by my teachers.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	63	6.0%	13.8%
AGREE	2	159	15.2%	19.4%
DISAGREE	3	332	31.8%	47.0%
STRONGLY DISAGREE	4	135	12.9%	19.9%
RESERVED CODES:				
MISSING	8	354	33.9%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 12K

Tape Pos. 46-46
Format: I1

F1D12K OFTEN FELT 'PUT DOWN' BY OTHER STUDENTS

At school, I often felt "put down" by other students.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	61	5.8%	7.9%
AGREE	2	107	10.3%	14.0%
DISAGREE	3	362	34.7%	53.1%
STRONGLY DISAGREE	4	152	14.6%	25.0%
RESERVED CODES:				
MULTIPLE RESPONSE	6	3	.3%	(MISS)
MISSING	8	358	34.3%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 12L

Tape Pos. 47-47
Format: I1

F1D12L MOST TEACHERS REALLY LISTENED

Most of my teachers really listened to what I had to say.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	98	9.4%	18.9%
AGREE	2	290	27.8%	37.7%
DISAGREE	3	222	21.3%	32.1%
STRONGLY DISAGREE	4	78	7.5%	11.2%
RESERVED CODES:				
MISSING	8	355	34.0%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 12M

Tape Pos. 48-48
Format: I1

F1D12M I DIDN'T FEEL SAFE AT THIS SCHOOL

I didn't feel safe at this school.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	56	5.4%	8.8%
AGREE	2	88	8.4%	10.0%
DISAGREE	3	306	29.3%	45.8%
STRONGLY DISAGREE	4	238	22.8%	35.3%
RESERVED CODES:				
MISSING	8	355	34.0%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 12N

Tape Pos. 49-49
Format: I1

F1D12N DISRUPTIONS BY OTHER STUDENTS A PROBLEM

Disruptions by other students got in the way of my learning.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	89	8.5%	12.0%
AGREE	2	183	17.5%	24.9%
DISAGREE	3	305	29.2%	49.9%
STRONGLY DISAGREE	4	109	10.5%	13.3%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.1%	(MISS)
MISSING	8	356	34.1%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 120

Tape Pos. 50-50
Format: I1

F1D120 MISBEHAVING STUDENTS GOT AWAY WITH IT

Misbehaving students often got away with it.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE................	1	121	11.6%	15.5%
AGREE..........................	2	242	23.2%	42.5%
DISAGREE.......................	3	220	21.1%	29.0%
STRONGLY DISAGREE.............	4	105	10.1%	13.0%
RESERVED CODES:				
MISSING......................	8	355	34.0%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 13

When you were in school, did you feel it was 'OK' for you to ...

Question 13A

Tape Pos. 51-51
Format: I1

F1D13A WORK HARD FOR GOOD GRADES

work hard for good grades?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES............................	1	670	64.2%	91.6%
NO.............................	2	77	7.4%	8.4%
RESERVED CODES:				
MULTIPLE RESPONSE...........	6	1	.1%	(MISS)
MISSING......................	8	295	28.3%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 13B

Tape Pos. 52-52
Format: I1

F1D13B ASK CHALLENGING QUESTIONS

ask challenging questions?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES............................	1	542	52.0%	72.3%
NO.............................	2	202	19.4%	27.7%
RESERVED CODES:				
MISSING......................	8	299	28.7%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 13C

Tape Pos. 53-53
Format: I1

F1D13C SOLVE PROBLEMS USING NEW/ORIGINAL IDEAS

solve problems using new and original ideas?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES............................	1	576	55.2%	76.3%
NO.............................	2	169	16.2%	23.7%
RESERVED CODES:				
MISSING......................	8	298	28.6%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 13D

Tape Pos. 54-54
Format: I1

F1D13D HELP OTHR STUDENTS WITH THEIR SCHOOLWORK

help other students with their schoolwork?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES............................	1	511	49.0%	73.4%
NO.............................	2	237	22.7%	26.6%
RESERVED CODES:				
MISSING......................	8	295	28.3%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 14

When you were in school, how often did you feel it was 'OK' for you to ...

Question 14A

Tape Pos. 55-55
Format: I1

F1D14A BE LATE FOR SCHOOL

be late for school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
OFTEN..........................	1	127	12.2%	18.0%
SOMETIMES......................	2	262	25.1%	38.4%
RARELY.........................	3	184	17.6%	22.6%
NEVER..........................	4	182	17.4%	20.9%
RESERVED CODES:				
MISSING......................	8	288	27.6%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

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Question 14B

Tape Pos. 56-56
Format: I1

F1D14B CUT A COUPLE OF CLASSES

cut a couple of classes?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
OFTEN	1	147	14.1%	25.9%
SOMETIMES	2	160	15.3%	17.8%
RARELY	3	151	14.5%	18.9%
NEVER	4	295	28.3%	37.5%
RESERVED CODES:				
MISSING	8	290	27.8%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 14C

Tape Pos. 57-57
Format: I1

F1D14C SKIP SCHOOL FOR A WHOLE DAY

skip school for a whole day?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
OFTEN	1	159	15.2%	26.7%
SOMETIMES	2	172	16.5%	20.8%
RARELY	3	145	13.9%	19.1%
NEVER	4	276	26.5%	33.4%
RESERVED CODES:				
MISSING	8	291	27.9%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 14D

Tape Pos. 58-58
Format: I1

F1D14D CHEAT ON TESTS

cheat on tests?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
OFTEN	1	44	4.2%	12.4%
SOMETIMES	2	98	9.4%	10.4%
RARELY	3	150	14.4%	17.1%
NEVER	4	461	44.2%	60.1%
RESERVED CODES:				
MISSING	8	290	27.8%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 14E

Tape Pos. 59-59
Format: I1

F1D14E COPY SOMEONE ELSE'S HOMEWORK

copy someone else's homework?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
OFTEN	1	67	6.4%	13.6%
SOMETIMES	2	133	12.8%	14.2%
RARELY	3	185	17.7%	22.0%
NEVER	4	369	35.4%	50.2%
RESERVED CODES:				
MISSING	8	289	27.7%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 14F

Tape Pos. 60-60
Format: I1

F1D14F GET INTO PHYSICAL FIGHTS

get into physical fights?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
OFTEN	1	91	8.7%	14.7%
SOMETIMES	2	109	10.5%	13.9%
RARELY	3	150	14.4%	15.3%
NEVER	4	403	38.6%	56.2%
RESERVED CODES:				
MISSING	8	290	27.8%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported fo this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 14G

Tape Pos. 61-61
Format: I1

F1D14G BELONG TO GANGS

belong to gangs?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
OFTEN	1	42	4.0%	4.3%
SOMETIMES	2	38	3.6%	4.3%
RARELY	3	41	3.9%	4.9%
NEVER	4	631	60.5%	86.5%
RESERVED CODES:				
MISSING	8	291	27.9%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 14H

Tape Pos. 62-62
Format: I1

F1D14H MAKE RACIST REMARKS

make racist remarks?

RESPONSE	CODES	FREQ	PER-CENT	WCTD PCT
OFTEN	1	27	2.6%	2.8%
SOMETIMES	2	52	5.0%	10.7%
RARELY	3	96	9.2%	11.8%
NEVER	4	573	54.9%	74.7%
RESERVED CODES:				
MISSING	8	295	28.3%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 14I

Tape Pos. 63-63
Format: I1

F1D14I MAKE SEXIST REMARKS

make sexist remarks?

RESPONSE ·	CODES	FREQ	PER-CENT	WCTD PCT
OFTEN	1	36	3.5%	4.7%
SOMETIMES	2	55	5.3%	12.4%
RARELY	3	79	7.6%	12.3%
NEVER	4	579	55.5%	70.7%
RESERVED CODES:				
MISSING	8	294	28.2%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 14J

Tape Pos. 64-64
Format: I1

F1D14J STEAL FROM SCHOOL, STUDENT, OR TEACHER

steal belongings from school, a student, or a teacher?

RESPONSE	CODES	FREQ	PER-CENT	WCTD PCT
OFTEN	1	10	1.0%	1.1%
SOMETIMES	2	17	1.6%	1.8%
RARELY	3	30	2.9%	2.8%
NEVER	4	695	66.6%	94.3%
RESERVED CODES:				
MISSING	8	291	27.9%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 14K

Tape Pos. 65-65
Format: I1

F1D14K DESTROY OR DAMAGE SCHOOL PROPERTY

destroy or damage school property?

RESPONSE	CODES	FREQ	PER-CENT	WCTD PCT
OFTEN	1	18	1.7%	1.7%
SOMETIMES	2	34	3.3%	3.4%
RARELY	3	66	6.3%	16.6%
NEVER	4	635	60.9%	78.4%
RESERVED CODES:				
MISSING	8	290	27.8%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 14L

Tape Pos. 66-66
Format: I1

F1D14L SMOKE ON SCHOOL GROUNDS

smoke on school grounds?

RESPONSE	CODES	FREQ	PER-CENT	WCTD PCT
OFTEN	1	159	15.2%	20.5%
SOMETIMES	2	73	7.0%	9.1%
RARELY	3	65	6.2%	14.4%
NEVER	4	458	43.9%	56.0%
RESERVED CODES:				
MISSING	8	288	27.6%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 14M

Tape Pos. 67-67
Format: I1

F1D14M DRINK ALCOHOL DURING THE SCHOOL DAY

drink alcohol during the school day?

RESPONSE	CODES	FREQ	PER-CENT	WCTD PCT
OFTEN	1	17	1.6%	4.9%
SOMETIMES	2	36	3.5%	10.5%
RARELY	3	40	3.8%	4.5%
NEVER	4	660	63.3%	80.2%
RESERVED CODES:				
MISSING	8	290	27.8%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

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Question 14N

Tape Pos. 68-68
Format: I1

F1D14N USE ILLEGAL DRUGS DURING THE SCHOOL DAY

use illegal drugs during the school day?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
OFTEN	1	22	2.1%	3.8%
SOMETIMES	2	33	3.2%	3.2%
RARELY	3	27	2.6%	2.8%
NEVER	4	671	64.3%	90.2%
RESERVED CODES:				
MISSING	8	290	27.8%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 14O

Tape Pos. 69-69
Format: I1

F1D14O BRING WEAPONS TO SCHOOL (KNIVES, GUNS)

bring weapons to school (such as knives and guns)?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
OFTEN	1	30	2.9%	5.1%
SOMETIMES	2	37	3.5%	3.4%
RARELY	3	53	5.1%	5.1%
NEVER	4	634	60.8%	86.3%
RESERVED CODES:				
MISSING	8	289	27.7%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 14P

Tape Pos. 70-70
Format: I1

F1D14P ABUSE TEACHERS PHYSICALLY

abuse teachers physically?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
OFTEN	1	6	.6%	.5%
SOMETIMES	2	13	1.2%	4.5%
RARELY	3	23	2.2%	2.6%
NEVER	4	709	68.0%	92.4%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2	.2%	(MISS)
MISSING	8	290	27.8%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 14Q

Tape Pos. 71-71
Format: I1

F1D14Q TALK BACK TO TEACHERS

talk back to teachers?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
OFTEN	1	92	8.8%	13.0%
SOMETIMES	2	157	15.1%	24.6%
RARELY	3	192	18.4%	23.1%
NEVER	4	313	30.0%	39.3%
RESERVED CODES:				
MISSING	8	289	27.7%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 14R

Tape Pos. 72-72
Format: I1

F1D14R DISOBEY SCHOOL RULES

disobey school rules?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
OFTEN	1	112	10.7%	17.1%
SOMETIMES	2	170	16.3%	21.3%
RARELY	3	184	17.6%	22.2%
NEVER	4	289	27.7%	39.3%
RESERVED CODES:				
MISSING	8	288	27.6%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 15

How many times did the following things happen to you during the last 6 months you were in school?

Question 15A

Tape Pos. 73-73
Format: I1

F1D15A I WAS LATE FOR SCHOOL

I was late for school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	0	112	10.7%	12.1%
1-2 TIMES	1	183	17.5%	27.8%
3-6 TIMES	2	181	17.4%	23.5%
7-9 TIMES	3	77	7.4%	9.4%
OVER 10 TIMES	4	198	19.0%	27.2%
RESERVED CODES:				
MISSING	8	292	28.0%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 15B

Tape Pos. 74-74
Format: I1

F1D15B I CUT OR SKIPPED CLASSES

I cut or skipped classes.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	0	238	22.8%	31.5%
1-2 TIMES	1	145	13.9%	17.1%
3-6 TIMES	2	126	12.1%	15.3%
7-9 TIMES	3	39	3.7%	4.0%
OVER 10 TIMES	4	204	19.6%	32.0%
RESERVED CODES:				
MISSING	8	291	27.9%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 15C

Tape Pos. 75-75
Format: I1

F1D15C IN TROUBLE FOR NOT FOLLOWING SCHL RULES

I got in trouble for not following school rules.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	0	267	25.6%	38.6%
1-2 TIMES	1	208	19.9%	26.9%
3-6 TIMES	2	108	10.4%	11.2%
7-9 TIMES	3	50	4.8%	5.1%
OVER 10 TIMES	4	117	11.2%	18.2%
RESERVED CODES:				
MISSING	8	293	28.1%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 15D

Tape Pos. 76-76
Format: I1

F1D15D I WAS PUT ON IN-SCHOOL SUSPENSION

I was put on an in-school suspension.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	0	431	41.3%	63.5%
1-2 TIMES	1	171	16.4%	20.8%
3-6 TIMES	2	76	7.3%	7.4%
7-9 TIMES	3	29	2.8%	3.5%
OVER 10 TIMES	4	41	3.9%	4.8%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.1%	(MISS)
MISSING	8	294	28.2%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 15E

Tape Pos. 77-77
Format: I1

F1D15E I WAS SUSPENDED OR PUT ON PROBATION

I was suspended or put on probation from school.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	0	487	46.7%	65.5%
1-2 TIMES	1	140	13.4%	20.2%
3-6 TIMES	2	72	6.9%	8.7%
7-9 TIMES	3	23	2.2%	2.6%
OVER 10 TIMES	4	28	2.7%	3.0%
RESERVED CODES:				
MISSING	8	293	28.1%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 15F

Tape Pos. 78-78
Format: I1

F1D15F TRANSFERRED FOR DISCIPLINE REASONS

I was transferred to another school for discipline reasons.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	0	695	66.6%	93.3%
1-2 TIMES	1	46	4.4%	5.6%
3-6 TIMES	2	5	.5%	.4%
7-9 TIMES	3	3	.3%	.6%
OVER 10 TIMES	4	2	.2%	.2%
RESERVED CODES:				
MISSING	8	292	28.0%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 15G

Tape Pos. 79-79
Format: I1

F1D15G I WAS ARRESTED

I was arrested.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	0	662	63.5%	87.4%
1-2 TIMES	1	65	6.2%	9.9%
3-6 TIMES	2	15	1.4%	1.5%
7-9 TIMES	3	3	.3%	.7%
OVER 10 TIMES	4	5	.5%	.5%
RESERVED CODES:				
MISSING	8	293	28.1%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

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Question 15H

Tape Pos. 80-80
Format: I1

F1D15H SPENT TIME IN JUVENILE HOME/DETENTION

I spent time in a juvenile home/detention center.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	0	688	66.0%	90.0%
1-2 TIMES	1	46	4.4%	7.8%
3-6 TIMES	2	9	.9%	.8%
7-9 TIMES	3	3	.3%	.3%
OVER 10 TIMES	4	6	.6%	1.0%
RESERVED CODES:				
MISSING	8	291	27.9%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 16

Tape Pos. 81-82
Format: I2

F1D16 DESCRIBE PROGRAM OF LAST SCHL ATTENDED

In the last school you attended, which of the following best describes your high school program?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
GENERAL HIGH SCHOOL PROGRAM	1	668	64.0%	63.3%
COLLEGE PREP, ACADEMIC, OR SPECIALIZED ACADEMIC (SUCH AS SCIENCE OR MATH)	2	55	5.3%	7.7%
INDUSTRIAL ARTS/TECHNOLOGY EDUCATION	3	32	3.1%	2.8%
AGRICULTURAL OCCUPATIONS	4	7	.7%	.4%
BUSINESS OR OFFICE OCCUPATIONS	5	31	3.0%	3.2%
MARKETING OR DISTRIBUTIVE EDUCATION	6	3	.3%	.2%
HEALTH OCCUPATIONS	7	4	.4%	.2%
HOME ECONOMICS OCCUPATIONS	8	10	1.0%	.7%
CONSUMER AND HOMEMAKING EDUCATION	9	4	.4%	.3%
TECHNICAL OCCUPATIONS	10	8	.8%	1.3%
TRADE OR INDUSTRIAL OCCUPATIONS	11	28	2.7%	1.9%
OTHER SPECIALIZED HIGH SCHOOL PROGRAMS (SUCH AS FINE ARTS)	12	7	.7%	1.1%
OTHER	13	61	5.8%	5.8%
NEVER ATTENDED H.S.	15	97	9.3%	11.0%
RESERVED CODES:				
MULTIPLE RESPONSE	96	20	1.9%	(MISS)
REFUSAL	97	1	.1%	(MISS)
MISSING	98	7	.7%	(MISS)
TOTALS:		1043	100.0%	100.0%

Question 17

Beginning in the ninth grade until the end of the last grade you attended, how much course work did you take in each of the following subjects? Count only courses that met at least three times (or three periods) a week for at least one half year. Also include summer school classes taken in 1988 or 1989 that counted for one half year or more.

Question 17A

Tape Pos. 83-83
Format: I1

F1D17A HOW MUCH COURSEWRK TAKEN IN REGULAR MATH

Regular Mathematics.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	70	6.7%	6.8%
1/2 YEAR	1	118	11.3%	15.0%
1 YEAR	2	208	19.9%	30.9%
1 1/2 YEARS	3	108	10.4%	23.0%
2 YEARS	4	114	10.9%	19.6%
DID NOT ATTEND 9TH	5	41	3.9%	4.8%
RESERVED CODES:				
MISSING	8	384	36.8%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 17B

Tape Pos. 84-84
Format: I1

F1D17B HOW MUCH COURSEWRK TAKEN IN REG ENGLISH

Regular English or literature.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	56	5.4%	5.9%
1/2 YEAR	1	133	12.8%	17.0%
1 YEAR	2	182	17.4%	27.8%
1 1/2 YEARS	3	116	11.1%	23.5%
2 YEARS	4	130	12.5%	21.0%
DID NOT ATTEND 9TH	5	41	3.9%	4.7%
RESERVED CODES:				
MISSING	8	385	36.9%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 17C

Tape Pos. 85-85
Format: I1

F1D17C HOW MUCH COURSEWRK TAKN IN REMEDIAL MATH

Remedial Mathematics.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	402	38.5%	72.6%
1/2 YEAR	1	70	6.7%	9.4%
1 YEAR	2	58	5.6%	8.6%
1 1/2 YEARS	3	19	1.8%	2.4%
2 YEARS	4	17	1.6%	1.9%
DID NOT ATTEND 9TH	5	41	3.9%	5.1%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2	.2%	(MISS)
MISSING	8	434	41.6%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 17D

Tape Pos. 86-86
Format: I1

F1D17D HOW MUCH COURSEWRK IN REMEDIAL ENGLISH

Remedial English.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	421	40.4%	74.4%
1/2 YEAR	1	73	7.0%	9.8%
1 YEAR	2	49	4.7%	7.7%
1 1/2 YEARS	3	14	1.3%	1.6%
2 YEARS	4	13	1.2%	1.4%
DID NOT ATTEND 9TH	5	41	3.9%	5.1%
RESERVED CODES:				
MISSING	8	432	41.4%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 17E

Tape Pos. 87-87
Format: I1

F1D17E HOW MUCH COURSEWORK TAKEN IN FRENCH

French.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	502	48.1%	82.1%
1/2 YEAR	1	36	3.5%	5.2%
1 YEAR	2	22	2.1%	7.0%
1 1/2 YEARS	3	2	.2%	.3%
2 YEARS	4	2	.2%	.3%
DID NOT ATTEND 9TH	5	41	3.9%	5.1%
RESERVED CODES:				
MISSING	8	438	42.0%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 17F

Tape Pos. 88-88
Format: I1

F1D17F HOW MUCH COURSEWORK TAKEN IN GERMAN

German

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	539	51.7%	91.1%
1/2 YEAR	1	14	1.3%	2.7%
1 YEAR	2	7	.7%	.9%
2 YEARS	4	1	.1%	.1%
DID NOT ATTEND 9TH	5	41	3.9%	5.2%
RESERVED CODES:				
MISSING	8	441	42.3%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 17G

Tape Pos. 89-89
Format: I1

F1D17G HOW MUCH COURSEWORK TAKEN IN SPANISH

Spanish.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	414	39.7%	71.1%
1/2 YEAR	1	94	9.0'	15.9%
1 YEAR	2	41	3.9%	5.0%
1 1/2 YEARS	3	13	1.2%	1.7%
2 YEARS	4	11	1.1%	1.4%
DID NOT ATTEND 9TH	5	41	3.9%	5.1%
RESERVED CODES:				
MULTIPLE RESPONSE	6	3	.3%	(MISS)
MISSING	8	426	40.8%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 17H

Tape Pos. 90-90
Format: I1

F1D17H HOW MUCH COURSEWORK TAKEN IN HISTORY

History.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	98	9.4%	12.8%
1/2 YEAR	1	149	14.3%	20.6%
1 YEAR	2	173	16.6%	25.1%
1 1/2 YEARS	3	93	8.9%	21.5%
2 YEARS	4	89	8.5%	15.4%
DID NOT ATTEND 9TH	5	41	3.9%	4.8%
RESERVED CODES:				
MULTIPLE RESPONSE	6	4	.4%	(MISS)
MISSING	8	396	38.0%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 17I

Tape Pos. 91-91
Format: I1

F1D17I HOW MUCH COURSEWORK TAKEN IN SCIENCE

Science.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	58	5.6%	7.7%
1/2 YEAR	1	138	13.2%	17.4%
1 YEAR	2	207	19.8%	30.7%
1 1/2 YEARS	3	99	9.5%	21.1%
2 YEARS	4	111	10.6%	18.3%
DID NOT ATTEND 9TH	5	41	3.9%	4.8%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2	.2%	(MISS)
MISSING	8	387	37.1%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

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Question 17J

Tape Pos. 92-92
Format: I1

F1D17J HOW MUCH COURSEWRK IN BUSINESS/OFFICE

Business, office, or sales.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	434	41.6%	70.3%
1/2 YEAR	1	78	7.5%	15.6%
1 YEAR	2	52	5.0%	6.9%
1 1/2 YEARS	3	13	1.2%	1.4%
2 YEARS	4	7	.7%	.8%
DID NOT ATTEND 9TH	5	41	3.9%	5.0%
RESERVED CODES:				
MISSING	8	418	40.1%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 17K

Tape Pos. 93-93
Format: I1

F1D17K HOW MUCH COURSEWRK IN TRADE AND INDUSTRY

Trade and industry.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	465	44.6%	75.2%
1/2 YEAR	1	53	5.1%	13.3%
1 YEAR	2	34	3.3%	3.7%
1 1/2 YEARS	3	8	.8%	.9%
2 YEARS	4	13	1.2%	1.9%
DID NOT ATTEND 9TH	5	41	3.9%	5.1%
RESERVED CODES:				
MISSING	8	429	41.1%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 17L

Tape Pos. 94-94
Format: I1

F1D17L HOW MUCH COURSEWRK IN TECHNICAL COURSES

Technical courses.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	464	44.5%	72.9%
1/2 YEAR	1	51	4.9%	14.7%
1 YEAR	2	43	4.1%	4.9%
1 1/2 YEARS	3	7	.7%	1.1%
2 YEARS	4	8	.8%	1.3%
DID NOT ATTEND 9TH	5	41	3.9%	5.1%
RESERVED CODES:				
MISSING	8	429	41.1%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 17M

Tape Pos. 95-95
Format: I1

F1D17M HOW MUCH COURSEWRK IN OTH VOC COURSES

Other vocational courses.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	406	38.9%	69.8%
1/2 YEAR	1	71	6.8%	10.8%
1 YEAR	2	60	5.8%	7.6%
1 1/2 YEARS	3	18	1.7%	2.3%
2 YEARS	4	26	2.5%	4.4%
DID NOT ATTEND 9TH	5	41	3.9%	5.0%
RESERVED CODES:				
MISSING	8	421	40.4%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 18

During the last semester you were in school, in each of these classes, how often did you feel really challenged to use your mind?

Question 18A

Tape Pos. 96-97
Format: I2

F1D18A HOW OFTEN WAS R CHALLENGED BY MATH

Math

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DID NOT TAKE SUBJECT	1	23	2.2%	2.4%
NEVER	2	93	8.9%	16.6%
LESS THN ONCE A WEEK	3	72	6.9%	10.4%
ABOUT ONCE A WEEK	4	62	5.9%	12.7%
FEW TIMES A WEEK	5	153	14.7%	18.9%
ALMOST EVERY DAY	6	264	25.3%	39.0%
RESERVED CODES:				
MISSING	98	376	36.0%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 18B

Tape Pos. 98-99
Format: I2

F1D18B HOW OFTEN WAS R CHALLENGED BY ENGLISH

English

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DID NOT TAKE SUBJECT..........	1	14	1.3%	1.3%
NEVER..........................	2	85	8.1%	13.7%
LESS THN ONCE A WEEK..........	3	73	7.0%	14.0%
ABOUT ONCE A WEEK.............	4	98	9.4%	11.9%
FEW TIMES A WEEK..............	5	206	19.8%	33.4%
ALMOST EVERY DAY..............	6	190	18.2%	25.7%
RESERVED CODES:				
MISSING.......................	98	377	36.1%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 18C

Tape Pos. 100-101
Format: I2

F1D18C HOW OFTEN WAS R CHALLENGED BY HISTORY

History

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DID NOT TAKE SUBJECT..........	1	79	7.6%	10.8%
NEVER..........................	2	94	9.0%	15.9%
LESS THN ONCE A WEEK..........	3	71	6.8%	9.1%
ABOUT ONCE A WEEK.............	4	98	9.4%	15.2%
FEW TIMES A WEEK..............	5	147	14.1%	28.6%
ALMOST EVERY DAY..............	6	174	16.7%	20.3%
RESERVED CODES:				
MISSING.......................	98	380	36.4%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 18D

Tape Pos. 102-103
Format: I2

F1D18D HOW OFTEN WAS R CHALLENGED BY SCIENCE

Science

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DID NOT TAKE SUBJECT..........	1	50	4.8%	7.3%
NEVER..........................	2	91	8.7%	15.0%
LESS THN ONCE A WEEK..........	3	64	6.1%	7.0%
ABOUT ONCE A WEEK.............	4	95	9.1%	13.4%
FEW TIMES A WEEK..............	5	157	15.1%	23.7%
ALMOST EVERY DAY..............	6	209	20.0%	33.5%
RESERVED CODES:				
MISSING.......................	98	377	36.1%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 19

Tape Pos. 104-105
Format: I2

F1D19 HOW DID R CHOOSE CLASSES AT LAST SCHOOL

What was the main reason you chose the classes you took in the last school you attended?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
THEY WERE REQUIRED............	2	385	36.9%	59.3%
I WANTED TO TAKE THEM.........	3	194	18.6%	19.2%
MY PARENTS REQUESTED THEM.....	4	7	.7%	.7%
MY TEACHERS RECOMMENDED THEM..	5	43	4.1%	4.5%
MY FRIENDS SUGGESTED THEM.....	6	5	.5%	.5%
MY SCHOOL ASSIGNED ME TO THEM.	7	129	12.4%	15.9%
RESERVED CODES:				
MULTIPLE RESPONSE...........	96	13	1.2%	(MISS)
MISSING.....................	98	267	25.6%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 20

Tape Pos. 106-107
Format: I2

F1D20 WHICH CATEGORY BEST DESCRIBES R'S GRADES

From the beginning of ninth grade until the end of the last year you attended school, which category best describes your grades?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
MOSTLY A'S....................	2	11	1.1%	2.8%
ABOUT HALF A's AND HALF B's...	3	45	4.3%	4.3%
MOSTLY B'S....................	4	50	4.8%	3.4%
ABOUT HALF B's AND HALF C's...	5	216	20.7%	22.0%
MOSTLY C'S....................	6	139	13.3%	14.2%
ABOUT HALF C's AND HALF D's...	7	240	23.0%	21.8%
MOSTLY D'S....................	8	121	11.6%	11.9%
MOSTLY BELOW D................	9	139	13.3%	14.4%
CLASSES NOT GRADED............	10	10	1.0%	1.4%
DID NOT ATTEND 9TH............	11	51	4.9%	3.9%
RESERVED CODES:				
MULTIPLE RESPONSE...........	96	2	.2%	(MISS)
MISSING.....................	98	19	1.8%	(MISS)
TOTALS:		1043	100.0%	100.0%

Question 21

When you were in school, did you participate in any of the following activities?

Question 21A

Tape Pos. 108-108
Format: I1

F1D21A SPORTS TEAMS AGAINST OTHER SCHOOLS

Sports teams at school such as football, basketball, track, etc., where your team played against other school's teams.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SCHOOL DID NOT OFFER..........	1	30	2.9%	8.6%
PARTICIPATED..................	2	176	16.9%	31.4%
PARTICIPATED AS AN OFFICER....	3	10	1.0%	1.0%
DID NOT PARTICIPATE...........	4	443	42.5%	59.0%
RESERVED CODES:				
MULTIPLE RESPONSE...........	6	6	.6%	(MISS)
MISSING.....................	8	378	36.2%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 21B

Tape Pos. 109-109
Format: I1

F1D21B SPORTS WHERE BOTH TEAMS FROM YOUR SCHOOL

Sports teams at school such as football, basketball, hockey, etc., where both teams were from your school.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SCHOOL DID NOT OFFER..........	1	60	5.8%	16.9%
PARTICIPATED..................	2	125	12.0%	16.1%
PARTICIPATED AS AN OFFICER....	3	10	1.0%	1.4%
DID NOT PARTICIPATE...........	4	462	44.3%	65.6%
RESERVED CODES:				
MISSING.....................	8	386	37.0%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 21C

Tape Pos. 110-110
Format: I1

F1D21C PERFORMING GROUPS AT SCHOOL, PLAYS,BANDS

Performing groups at school such as school plays, cheerleading, band, etc.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SCHOOL DID NOT OFFER..........	1	40	3.8%	10.0%
PARTICIPATED..................	2	131	12.6%	21.3%
PARTICIPATED AS AN OFFICER....	3	8	.8%	.9%
DID NOT PARTICIPATE...........	4	480	46.0%	67.7%
RESERVED CODES:				
MULTIPLE RESPONSE...........	6	1	.1%	(MISS)
MISSING.....................	8	383	36.7%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 21D

Tape Pos. 111-111
Format: I1

F1D21D LEADERSHIP GROUPS AT SCHOOL

Leadership groups at school such as student government.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SCHOOL DID NOT OFFER..........	1	54	5.2%	13.0%
PARTICIPATED..................	2	23	2.2%	3.2%
PARTICIPATED AS AN OFFICER....	3	9	.9%	1.0%
DID NOT PARTICIPATE...........	4	564	54.1%	82.8%
RESERVED CODES:				
MULTIPLE RESPONSE...........	6	1	.1%	(MISS)
MISSING.....................	8	392	37.6%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 21E

Tape Pos. 112-112
Format: I1

F1D21E CLUBS/OTHER SCHOOL GROUPS

Clubs and other school groups such as yearbook, hobby clubs, etc.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SCHOOL DID NOT OFFER..........	1	43	4.1%	10.5%
PARTICIPATED..................	2	111	10.6%	17.7%
PARTICIPATED AS AN OFFICER....	3	14	1.3%	2.1%
DID NOT PARTICIPATE...........	4	488	46.8%	69.7%
RESERVED CODES:				
MULTIPLE RESPONSE...........	6	1	.1%	(MISS)
MISSING.....................	8	386	37.0%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 22

Tape Pos. 113-114
Format: I2

F1D22 HOW MANY TIMES R ABSENT FROM SCHOOL

Thinking back to the last full semester when you were in school, about how many days were you absent from school for any reason?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE..........................	1	42	4.0%	6.2%
1 OR 2 DAYS...................	2	59	5.7%	4.3%
3 OR 4 DAYS...................	3	106	10.2%	10.0%
5 TO 10 DAYS..................	4	247	23.7%	25.8%
11 TO 15 DAYS.................	5	169	16.2%	14.2%
16 TO 20 DAYS.................	6	85	8.1%	8.6%
21 OR MORE DAYS...............	7	322	30.9%	30.9%
RESERVED CODES:				
REFUSAL.....................	97	1	.1%	(MISS)
MISSING.....................	98	12	1.2%	(MISS)
TOTALS:		1043	100.0%	100.0%

Question 23

Tape Pos. 115-116
Format: I2

F1D23 R'S REASON FOR LAST ABSENCE FROM SCHOOL

What was the main reason for your last absence from school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
I HAD TO CARE FOR A MEMBER OF MY FAMILY OR CLOSE FRIEND.....	1	35	3.4%	4.8%
I WAS SICK....................	2	218	20.9%	36.0%
MY FAMILY WAS ON VACATION.....	3	5	.5%	.5%
I DIDN'T FEEL LIKE GOING TO SCHOOL........................	4	210	20.1%	29.4%
I WAS WORRIED ABOUT MY SAFETY GOING TO OR IN SCHOOL..........	5	10	1.0%	1.7%
I HAD TO GET A JOB TO HELP MY FAMILY......................	6	7	.7%	.7%
I HAD PROBLEMS WITH A TEACHER OR OTHER ADULT IN SCHOOL......	7	20	1.9%	3.4%
I HAD PROBLEMS WITH ANOTHER STUDENT OR GROUP OF STUDENTS..	8	13	1.2%	1.5%
I WANTED TO SPEND TIME WITH MY FRIENDS WHO WERE NOT IN SCHOOL	9	19	1.8%	4.6%
I WASN'T PREPARED FOR A TEST OR CLASS ASSIGNMENT...........	10	4	.4%	.4%
I COULDN'T KEEP UP WITH MY SCHOOL WORK...................	11	17	1.6%	1.9%
I FELT I DIDN'T BELONG AT SCHOOL........................	12	26	2.5%	3.0%
I DON'T REMEMBER..............	13	81	7.8%	12.2%
RESERVED CODES:				
MULTIPLE RESPONSE...........	96	25	2.4%	(MISS)
MISSING.....................	98	320	30.7%	(MISS)
LEGITIMATE SKIP.............	99	33	3.2%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 24

Which of the following happened on your last absence from school?

Question 24A

Tape Pos. 117-117
Format: I1

F1D24A THE SCHOOL DID NOT DO ANYTHING

The school did not do anything.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES...........................	1	159	15.2%	26.0%
NO............................	2	284	27.2%	48.1%
DON'T KNOW....................	3	130	12.5%	25.9%
RESERVED CODES:				
MISSING.....................	8	437	41.9%	(MISS)
LEGITIMATE SKIP.............	9	33	3.2%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 24B

Tape Pos. 118-118
Format: I1

F1D24B SOMEONE FROM THE SCHOOL CALLED MY HOME

Someone from school called my home.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES...........................	1	275	26.4%	41.8%
NO............................	2	239	22.9%	41.8%
DON'T KNOW....................	3	66	6.3%	16.3%
RESERVED CODES:				
MISSING.....................	8	430	41.2%	(MISS)
LEGITIMATE SKIP.............	9	33	3.2%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 24C

Tape Pos. 119-119
Format: I1

F1D24C SOMEONE FROM SCHOOL VISITED MY HOME

Someone from school visited my home.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES...........................	1	49	4.7%	7.8%
NO............................	2	453	43.4%	83.0%
DON'T KNOW....................	3	50	4.8%	9.3%
RESERVED CODES:				
MISSING.....................	8	458	43.9%	(MISS)
LEGITIMATE SKIP.............	9	33	3.2%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 24D

Tape Pos. 120-120
Format: I1

F1D24D THE SCHOOL SENT A LETTER TO MY HOME

The school sent a letter to my home.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES...........................	1	231	22.1%	34.3%
NO............................	2	279	26.7%	54.4%
DON'T KNOW....................	3	59	5.7%	11.2%
RESERVED CODES:				
MISSING.....................	8	441	42.3%	(MISS)
LEGITIMATE SKIP.............	9	33	3.2%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

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Question 24E

Tape Pos. 121-121
Format: I1

F1D24E THE SCHOOL MADE ME SEE A COUNSELOR

The school made me see a counselor.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	100	9.6%	15.4%
NO	2	426	40.8%	78.0%
DON'T KNOW	3	31	3.0%	6.6%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.1%	(MISS)
MISSING	8	452	43.3%	(MISS)
LEGITIMATE SKIP	9	33	3.2%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 25

When you went back to school after your last absence, which of the following happened?

Question 25A

Tape Pos. 122-122
Format: I1

F1D25A TEACHERS HELPED ME CATCH UP ON WORK

My teachers helped me catch up on work I missed.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	222	21.3%	37.7%
DOES NOT APPLY	2	346	33.2%	62.3%
RESERVED CODES:				
MISSING	8	442	42.4%	(MISS)
LEGITIMATE SKIP	9	33	3.2%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 25B

Tape Pos. 123-123
Format: I1

F1D25B OTHR STUDENTS HELPED ME CATCH UP ON WORK

Other students helped me catch up on work I missed.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	126	12.1%	17.7%
DOES NOT APPLY	2	442	42.4%	82.3%
RESERVED CODES:				
MISSING	8	442	42.4%	(MISS)
LEGITIMATE SKIP	9	33	3.2%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 25C

Tape Pos. 124-124
Format: I1

F1D25C SOMEONE ELSE HELPED ME

Someone else helped me.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	45	4.3%	6.7%
DOES NOT APPLY	2	523	50.1%	93.3%
RESERVED CODES:				
MISSING	8	442	42.4%	(MISS)
LEGITIMATE SKIP	9	33	3.2%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 25D

Tape Pos. 125-125
Format: I1

F1D25D I DIDN'T NEED TO CATCH UP ON ANY WORK

I didn't need to catch up on any work.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	51	4.9%	10.8%
DOES NOT APPLY	2	517	49.6%	89.2%
RESERVED CODES:				
MISSING	8	442	42.4%	(MISS)
LEGITIMATE SKIP	9	33	3.2%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 25E

Tape Pos. 126-126
Format: I1

F1D25E TCHR WAS MAD AT ME/PUT ME DOWN IN CLASS

When I came back to school, a teacher was mad at me or put me down in class.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	95	9.1%	17.3%
DOES NOT APPLY	2	473	45.3%	82.7%
RESERVED CODES:				
MISSING	8	442	42.4%	(MISS)
LEGITIMATE SKIP	9	33	3.2%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 25F

Tape Pos. 127-127
Format: I1

F1D25F TEACHER/COUNSELOR ASKED WHERE I'D BEEN

A teacher, counselor, or other adult in the school asked me where I'd been.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	250	24.0%	38.8%
DOES NOT APPLY	2	318	30.5%	61.2%
RESERVED CODES:				
MISSING	8	442	42.4%	(MISS)
LEGITIMATE SKIP	9	33	3.2%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 25G

Tape Pos. 128-128
Format: I1

F1D25G I FELL BEHIND

I fell behind.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	284	27.2%	45.6%
DOES NOT APPLY	2	284	27.2%	54.4%
RESERVED CODES:				
MISSING	8	442	42.4%	(MISS)
LEGITIMATE SKIP	9	33	3.2%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 26

Tape Pos. 129-129
Format: I1

F1D26 EXPECT TO GRADUATE FROM HIGH SCHOOL

Do you expect to graduate for high school.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES/SURE I'LL GRAD	1	251	24.1%	29.0%
PROBABLY	2	113	10.8%	13.2%
PROBABLY NOT	3	103	9.9%	16.1%
NO/SURE WON'T GRAD	4	281	26.9%	41.7%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2	.2%	(MISS)
MISSING	8	293	28.1%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 27

In the past 2 years, did any of the following things happen to you?

Question 27A

Tape Pos. 130-130
Format: I1

F1D27A LOOKED INTO ALTERNATIVE SCHOOL/GED PRGM

I looked into an alternative school or getting a GED.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	436	41.8%	66.9%
DOES NOT APPLY	2	290	27.8%	33.1%
RESERVED CODES:				
REFUSAL	7	28	2.7%	(MISS)
MISSING	8	289	27.7%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 27B

Tape Pos. 131-131
Format: I1

F1D27B I SAW A COUNSELOR/SOCIAL WORKER

I saw a counselor/social worker.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	208	19.9%	33.5%
DOES NOT APPLY	2	518	49.7%	66.5%
RESERVED CODES:				
REFUSAL	7	28	2.7%	(MISS)
MISSING	8	289	27.7%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 27C

Tape Pos. 132-132
Format: I1

F1D27C WENT TO A YOUTH CENTER/OUTREACH PROGRAM

I went to a youth center or outreach program.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	63	6.0%	7.6%
DOES NOT APPLY	2	663	63.6%	92.4%
RESERVED CODES:				
REFUSAL	7	28	2.7%	(MISS)
MISSING	8	289	27.7%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

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Question 27D

Tape Pos. 133-133
Format: I1

F1D27D I WENT TO FAMILY COUNSELING

I went to family counseling.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES........................	1	72	6.9%	11.5%
DOES NOT APPLY................	2	654	62.7%	88.5%
RESERVED CODES:				
REFUSAL......................	7	28	2.7%	(MISS)
MISSING......................	8	289	27.7%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 27E

Tape Pos. 134-134
Format: I1

F1D27E I DID WORK FOR MY RELIGIOUS GROUP

I did work for my religious group.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES........................	1	31	3.0%	4.0%
DOES NOT APPLY................	2	695	66.6%	96.0%
RESERVED CODES:				
REFUSAL......................	7	28	2.7%	(MISS)
MISSING......................	8	289	27.7%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 27F

Tape Pos. 135-135
Format: I1

F1D27F I HAD SERIOUS ARGUMENTS WITH MY FAMILY

I had serious arguments with my family.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES........................	1	269	25.8%	33.2%
DOES NOT APPLY................	2	457	43.8%	66.8%
RESERVED CODES:				
REFUSAL......................	7	28	2.7%	(MISS)
MISSING......................	8	289	27.7%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 27G

Tape Pos. 136-136
Format: I1

F1D27G I HAD LITTLE CONTACT WITH MY FAMILY

I had little contact with my family.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES........................	1	116	11.1%	15.0%
DOES NOT APPLY................	2	610	58.5%	85.0%
RESERVED CODES:				
REFUSAL......................	7	28	2.7%	(MISS)
MISSING......................	8	289	27.7%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 27H

Tape Pos. 137-137
Format: I1

F1D27H I LEFT MY FAMILY HOME FOR A WEEK OR MORE

I left my family home for a week or more.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES........................	1	225	21.6%	32.8%
DOES NOT APPLY................	2	501	48.0%	67.2%
RESERVED CODES:				
REFUSAL......................	7	28	2.7%	(MISS)
MISSING......................	8	289	27.7%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 27I

Tape Pos. 138-138
Format: I1

F1D27I I WAS ARRESTED

I was arrested.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES........................	1	109	10.5%	13.4%
DOES NOT APPLY................	2	617	59.2%	86.6%
RESERVED CODES:				
REFUSAL......................	7	28	2.7%	(MISS)
MISSING......................	8	289	27.7%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 27J

Tape Pos. 139-139
Format: I1

F1D27J I WAS IN A DRUG REHABILITATION PROGRAM

I was in a drug rehabilitation program.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	44	4.2%	5.4%
DOES NOT APPLY	2	682	65.4%	94.6%
RESERVED CODES:				
REFUSAL	7	28	2.7%	(MISS)
MISSING	8	289	27.7%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 27K

Tape Pos. 140-140
Format: I1

F1D27K I WAS IN ALCOHOL REHABILITATION PROGRAM

I was in an alcohol rehabilitation program.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	36	3.5%	4.5%
DOES NOT APPLY	2	690	66.2%	95.5%
RESERVED CODES:				
REFUSAL	7	28	2.7%	(MISS)
MISSING	8	289	27.7%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 27L

Tape Pos. 141-141
Format: I1

F1D27L FAILED COMPETENCY TEST FOR HS GRADUATION

I failed a competency test required for high school graduation.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	21	2.0%	3.1%
DOES NOT APPLY	2	705	67.6%	96.9%
RESERVED CODES:				
REFUSAL	7	28	2.7%	(MISS)
MISSING	8	289	27.7%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 27M

Tape Pos. 142-142
Format: I1

F1D27M I WAS HELD BACK A GRADE IN SCHOOL

I was held back a grade in school.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	263	25.2%	40.2%
DOES NOT APPLY	2	463	44.4%	59.8%
RESERVED CODES:				
REFUSAL	7	28	2.7%	(MISS)
MISSING	8	289	27.7%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 28

Who, if anyone, tried to keep you from leaving school when you decided to stop going to school?

Question 28A

Tape Pos. 143-143
Format: I1

F1D28A MY PARENTS TRIED TO KEEP ME IN SCHOOL

My parents.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	479	45.9%	56.5%
DOES NOT APPLY	2	295	28.3%	43.5%
RESERVED CODES:				
REFUSAL	7	1	.1%	(MISS)
MISSING	8	268	25.7%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 28B

Tape Pos. 144-144
Format: I1

F1D28B SIBLINGS TRIED TO KEEP ME IN SCHOOL

My brother(s)/sister(s).

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	196	18.8%	25.2%
DOES NOT APPLY	2	578	55.4%	74.8%
RESERVED CODES:				
REFUSAL	7	1	.1%	(MISS)
MISSING	8	268	25.7%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

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Question 28C

Tape Pos. 145-145
Format: I1

F1D28C MY FRIENDS TRIED TO KEEP ME IN SCHOOL

My friends.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	317	30.4%	43.2%
DOES NOT APPLY	2	457	43.8%	56.8%
RESERVED CODES:				
REFUSAL	7	1	.1%	(MISS)
MISSING	8	268	25.7%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 28D

Tape Pos. 146-146
Format: I1

F1D28D A TEACHER TRIED TO KEEP ME IN SCHOOL

My teacher.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	260	24.9%	32.6%
DOES NOT APPLY	2	514	49.3%	67.4%
RESERVED CODES:				
REFUSAL	7	1	.1%	(MISS)
MISSING	8	268	25.7%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 28E

Tape Pos. 147-147
Format: I1

F1D28E MY PRINCIPAL TRIED TO KEEP ME IN SCHOOL

My principal.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	149	14.3%	19.2%
DOES NOT APPLY	2	625	59.9%	80.8%
RESERVED CODES:				
REFUSAL	7	1	.1%	(MISS)
MISSING	8	268	25.7%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 28F

Tape Pos. 148-148
Format: I1

F1D28F A COUNSELOR TRIED TO KEEP ME IN SCHOOL

A counselor.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	217	20.8%	29.1%
DOES NOT APPLY	2	557	53.4%	70.9%
RESERVED CODES:				
REFUSAL	7	1	.1%	(MISS)
MISSING	8	268	25.7%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 28G

Tape Pos. 149-149
Format: I1

F1D28G A RELATIVE TRIED TO KEEP ME IN SCHOOL

A relative.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	255	24.4%	31.0%
DOES NOT APPLY	2	519	49.8%	69.0%
RESERVED CODES:				
REFUSAL	7	1	.1%	(MISS)
MISSING	8	268	25.7%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 28H

Tape Pos. 150-150
Format: I1

F1D28H PASTOR TRIED TO KEEP ME IN SCHOOL

My minister, priest, or rabbi.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	31	3.0%	3.7%
DOES NOT APPLY	2	743	71.2%	96.3%
RESERVED CODES:				
REFUSAL	7	1	.1%	(MISS)
MISSING	8	268	25.7%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 28I

Tape Pos. 151-151
Format: I1

F1D28I A SOCIAL WORKER TRIED TO KEEP ME IN SCHL

A social worker.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	49	4.7%	5.7%
DOES NOT APPLY	2	725	69.5%	94.3%
RESERVED CODES:				
REFUSAL	7	1	.1%	(MISS)
MISSING	8	268	25.7%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 28J

Tape Pos. 152-152
Format: I1

F1D28J OTHER ADULTS TRIED TO KEEP ME IN SCHOOL

Other adults.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	264	25.3%	30.4%
DOES NOT APPLY	2	510	48.9%	69.6%
RESERVED CODES:				
REFUSAL	7	1	.1%	(MISS)
MISSING	8	268	25.7%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 28K

Tape Pos. 153-153
Format: I1

F1D28K NO ONE TRIED TO KEEP ME IN SCHOOL

No one.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	151	14.5%	18.6%
DOES NOT APPLY	2	623	59.7%	81.4%
RESERVED CODES:				
REFUSAL	7	1	.1%	(MISS)
MISSING	8	268	25.7%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 29

Did anyone from your school do any of the following when you stopped going to school?

Question 29A

Tape Pos. 154-154
Format: I1

F1D29A NO ONE FROM MY SCHOOL DID ANYTHING

No one from my school did anything.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	306	29.3%	38.8%
DOES NOT APPLY	2	459	44.0%	61.2%
RESERVED CODES:				
REFUSAL	7	4	.4%	(MISS)
MISSING	8	274	26.3%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 29B

Tape Pos. 155-155
Format: I1

F1D29B OFFERED TO SEND R TO ANOTHER SCHOOL

Offered to send me to another school.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	78	7.5%	8.6%
DOES NOT APPLY	2	687	65.9%	91.4%
RESERVED CODES:				
REFUSAL	7	4	.4%	(MISS)
MISSING	8	274	26.3%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 29C

Tape Pos. 156-156
Format: I1

F1D29C OFFERED TO PUT ME IN A SPECIAL PROGRAM

Offered to put me in a special program.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	112	10.7%	15.2%
DOES NOT APPLY	2	653	62.6%	84.8%
RESERVED CODES:				
REFUSAL	7	4	.4%	(MISS)
MISSING	8	274	26.3%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

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Question 29D

Tape Pos. 157-157
Format: I1

F1D29D OFFERED SPECIAL TUTORING

Offered special tutoring.

RESPONSE	CODES	FREQ	PER-CENT	WCTD PCT
APPLIES	1	71	6.8%	9.0%
DOES NOT APPLY	2	694	66.5%	91.0%
RESERVED CODES:				
REFUSAL	7	4	.4%	(MISS)
MISSING	8	274	26.3%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 29E

Tape Pos. 158-158
Format: I1

F1D29E OFFERED TO HELP ME MAKE UP WORK I MISSED

Offered to help me make up work I missed.

RESPONSE	CODES	FREQ	PER-CENT	WCTD PCT
APPLIES	1	106	10.2%	12.0%
DOES NOT APPLY	2	659	63.2%	88.0%
RESERVED CODES:				
REFUSAL	7	4	.4%	(MISS)
MISSING	8	274	26.3%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 29F

Tape Pos. 159-159
Format: I1

F1D29F OFFERED HELP WITH PERSONAL PROBLEMS

Offered to help me with personal problems

RESPONSE	CODES	FREQ	PER-CENT	WCTD PCT
APPLIES	1	112	10.7%	14.0%
DOES NOT APPLY	2	653	62.6%	86.0%
RESERVED CODES:				
REFUSAL	7	4	.4%	(MISS)
MISSING	8	274	26.3%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 29G

Tape Pos. 160-160
Format: I1

F1D29G TOLD ME I COULD COME BACK W/CERTAIN GPA

Told me I could come back if I kept a certain grade point average.

RESPONSE	CODES	FREQ	PER-CENT	WCTD PCT
APPLIES	1	53	5. %	6.0%
DOES NOT APPLY	2	712	68.3%	94.0%
RESERVED CODES:				
REFUSAL	7	4	.4%	(MISS)
MISSING	8	274	26.3%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 29H

Tape Pos. 161-161
Format: I1

F1D29H COULD COME BACK IF I DIDN'T MISS SCHOOL

Told me I could come back if I didn't miss school so often.

RESPONSE	CODES	FREQ	PER-CENT	WCTD PCT
APPLIES	1	100	9.6%	10.8%
DOES NOT APPLY	2	665	63.8%	89.2%
RESERVED CODES:				
REFUSAL	7	4	.4%	(MISS)
MISSING	8	274	26.3%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 29I

Tape Pos. 162-162
Format: I1

F1D29I COULD COME BACK IF I FOLLOW SCHOOL RULES

Told me I could come back if I followed school discipline rules.

RESPONSE	CODES	FREQ	PER-CENT	WCTD PCT
APPLIES	1	63	6.0%	6.7%
DOES NOT APPLY	2	702	67.3%	93.3%
RESERVED CODES:				
REFUSAL	7	4	.4%	(MISS)
MISSING	8	274	26.3%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 29J

Tape Pos. 163-163
Format: I1

F1D29J TRIED TO TALK ME INTO STAYING

Tried to talk me into staying.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	270	25.9%	34.6%
DOES NOT APPLY	2	495	47.5%	65.4%
RESERVED CODES:				
REFUSAL	7	4	.4%	(MISS)
MISSING	8	274	26.3%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 29K

Tape Pos. 164-164
Format: I1

F1D29K TOLD ME I COULDN'T COME BACK

Told me I couldn't come back.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	80	7.7%	12.0%
DOES NOT APPLY	2	685	65.7%	88.0%
RESERVED CODES:				
REFUSAL	7	4	.4%	(MISS)
MISSING	8	274	26.3%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 29L

Tape Pos. 165-165
Format: I1

F1D29L I WAS EXPELLED

I was expelled.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	74	7.1%	8.4%
DOES NOT APPLY	2	691	66.3%	91.6%
RESERVED CODES:				
REFUSAL	7	4	.4%	(MISS)
MISSING	8	274	26.3%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 30

Did your parents do any of the following when you stopped going to school?

Question 30A

Tape Pos. 166-166
Format: I1

F1D30A OFFERED TO SEND ME TO ANOTHER SCHOOL

Offered to send me to another school.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	198	19.0%	28.1%
DOES NOT APPLY	2	569	54.6%	71.9%
RESERVED CODES:				
REFUSAL	7	7	.7%	(MISS)
MISSING	8	269	25.8%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 30B

Tape Pos. 167-167
Format: I1

F1D30B OFFERED TO PUT ME IN A SPECIAL PROGRAM

Offered to put me in a special program.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	111	10.6%	24.0%
DOES NOT APPLY	2	656	62.9%	76.0%
RESERVED CODES:				
REFUSAL	7	7	.7%	(MISS)
MISSING	8	269	25.8%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 30C

Tape Pos. 168-168
Format: I1

F1D30C OFFERED SPECIAL TUTORING

Offered special tutoring.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	62	5.9%	10.9%
DOES NOT APPLY	2	705	67.6%	89.1%
RESERVED CODES:				
REFUSAL	7	7	.7%	(MISS)
MISSING	8	269	25.8%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

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Question 30D

Tape Pos. 169-169
Format: I1

F1D30D OFFERED TO HELP ME MAKE UP WORK I MISSED

Offered to help me make up work I missed.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	99	9.5%	15.8%
DOES NOT APPLY	2	668	64.0%	84.2%
RESERVED CODES:				
REFUSAL	7	7	.7%	(MISS)
MISSING	8	269	25.8%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 30E

Tape Pos. 170-170
Format: I1

F1D30E OFFERED TO HELP ME WTH PERSONAL PROBLEMS

Offered to help me with personal problems.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	176	16.9%	26.2%
DOES NOT APPLY	2	591	56.7%	73.8%
RESERVED CODES:				
REFUSAL	7	7	.7%	(MISS)
MISSING	8	269	25.8%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 30F

Tape Pos. 171-171
Format: I1

F1D30F TRIED TO TALK ME INTO STAYING IN SCHOOL

Tried to talk me into staying in school.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	429	41.1%	55.9%
DOES NOT APPLY	2	338	32.4%	44.1%
RESERVED CODES:				
REFUSAL	7	7	.7%	(MISS)
MISSING	8	269	25.8%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 30G

Tape Pos. 172-172
Format: I1

F1D30G TOLD ME IT WAS 'OK' TO LEAVE

Told me it was 'OK' to leave.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	87	8.3%	11.7%
DOES NOT APPLY	2	680	65.2%	88.3%
RESERVED CODES:				
REFUSAL	7	7	.7%	(MISS)
MISSING	8	269	25.8%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 30H

Tape Pos. 173-173
Format: I1

F1D30H THEY WERE UPSET

They were upset.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	448	43.0%	58.2%
DOES NOT APPLY	2	319	30.6%	41.8%
RESERVED CODES:				
REFUSAL	7	7	.7%	(MISS)
MISSING	8	269	25.8%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 30I

Tape Pos. 174-174
Format: I1

F1D30I PARENTS REFUSED TO TALK TO ME ABOUT SCHL

They refused to talk to me about school.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	38	3.6%	6.6%
DOES NOT APPLY	2	729	69.9%	93.4%
RESERVED CODES:				
REFUSAL	7	7	.7%	(MISS)
MISSING	8	269	25.8%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 30J

Tape Pos. 175-175
Format: I1

F1D30J PUNISHED ME FOR LEAVING SCHOOL

Punished me for leaving school.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	55	5.3%	6.4%
DOES NOT APPLY	2	712	68.3%	93.6%
RESERVED CODES:				
REFUSAL	7	7	.7%	(MISS)
MISSING	8	269	25.8%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 30K

Tape Pos. 176-176
Format: I1

F1D30K TOLD ME IT WAS MY DECISION TO MAKE

Told me it was my decision to make.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	360	34.5%	50.6%
DOES NOT APPLY	2	407	39.0%	49.4%
RESERVED CODES:				
REFUSAL	7	7	.7%	(MISS)
MISSING	8	269	25.8%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 30L

Tape Pos. 177-177
Format: I1

F1D30L DIDN'T CARE

Didn't care.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	36	3.5%	4.7%
DOES NOT APPLY	2	731	70.1%	95.3%
RESERVED CODES:				
REFUSAL	7	7	.7%	(MISS)
MISSING	8	269	25.8%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 30M

Tape Pos. 178-178
Format: I1

F1D30M DIDN'T KNOW I HAD DROPPED OUT

Didn't know I had dropped out.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	36	3.5%	4.2%
DOES NOT APPLY	2	731	70.1%	95 3%
RESERVED CODES:				
REFUSAL	7	7	.7%	(MISS)
MISSING	8	269	25.8%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 31

There are lots of reasons why people return to school. How likely would you be to return to school if ...

Question 31A

Tape Pos. 179-179
Format: I1

F1D31A IF IT WOULD IMPROVE READING SKILLS

it would improve your reading skills?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY UNLIKELY	1	171	16.4%	22.9%
SOMEWHAT UNLIKELY	2	67	6.4%	8.4%
SOMEWHAT LIKELY	3	144	13.8%	17.8%
VERY LIKELY	4	144	13.8%	22.4%
DOES NOT APPLY	5	143	13.7%	28.5%
RESERVED CODES:				
MISSING	8	374	35.9%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 31B

Tape Pos. 180-180
Format: I1

F1D31B IF IT WOULD IMPROVE YOUR MATH SKILLS

it would improve your math skills?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY UNLIKELY	1	141	13.5%	21.3%
SOMEWHAT UNLIKELY	2	55	5.3%	8.1%
SOMEWHAT LIKELY	3	156	15.0%	18.7%
VERY LIKELY	4	222	21.3%	29.0%
DOES NOT APPLY	5	92	8.8%	22.8%
RESERVED CODES:				
MISSING	8	377	36.1%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

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Question 31C

Tape Pos. 181-181
Format: I1

F1D31C IF YOU HAD BABYSITTING FOR YOUR CHILDREN

you had a babysitter for your children/brothers and sisters?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY UNLIKELY	1	127	12.2%	19.7%
SOMEWHAT UNLIKELY	2	27	2.6%	7.5%
SOMEWHAT LIKELY	3	41	3.9%	3.9%
VERY LIKELY	4	66	6.3%	8.4%
DOES NOT APPLY	5	397	38.1%	60.4%
RESERVED CODES:				
MISSING	8	385	36.9%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 31D

Tape Pos. 182-182
Format: I1

F1D31D IF CHILD CARE WERE AVAILABLE AT SCHOOL

if child care were available at your school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY UNLIKELY	1	137	13.1%	20.9%
SOMEWHAT UNLIKELY	2	27	2.6%	7.9%
SOMEWHAT LIKELY	3	32	3.1%	4.0%
VERY LIKELY	4	80	7.7%	9.9%
DOES NOT APPLY	5	384	36.8%	57.3%
RESERVED CODES:				
MISSING	8	383	36.7%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 31E

Tape Pos. 183-183
Format: I1

F1D31E IF YOU DIDN'T HAVE TO WORK/SUPPORT FAMLY

you didn't have to work to support yourself or family?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY UNLIKELY	1	141	13.5%	20.7%
SOMEWHAT UNLIKELY	2	28	2.7%	3.2%
SOMEWHAT LIKELY	3	67	6.4%	8.6%
VERY LIKELY	4	81	7.8%	16.5%
DOES NOT APPLY	5	346	33.2%	50.9%
RESERVED CODES:				
MISSING	8	380	36.4%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 31F

Tape Pos. 184-184
Format: I1

F1D31F IF THERE WERE NO GANGS AT R'S H.S.

there were no gangs at your high school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY UNLIKELY	1	166	15.9%	25.6%
SOMEWHAT UNLIKELY	2	38	3.6%	4.8%
SOMEWHAT LIKELY	3	54	5.2%	6.3%
VERY LIKELY	4	82	7.9%	8.1%
DOES NOT APPLY	5	320	30.7%	55.3%
RESERVED CODES:				
MISSING	8	383	36.7%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 31G

Tape Pos. 185-185
Format: I1

F1D31G YOU FELT SAFER AT SCHOOL

you felt safer at school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY UNLIKELY	1	166	15.9%	25.3%
SOMEWHAT UNLIKELY	2	40	3.8%	5.2%
SOMEWHAT LIKELY	3	79	7.6%	11.1%
VERY LIKELY	4	86	8.2%	9.1%
DOES NOT APPLY	5	288	27.6%	49.3%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.1%	(MISS)
MISSING	8	383	36.7%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 31H

Tape Pos. 186-186
Format: I1

F1D31H YOUR PARENTS WERE MORE INTERESTED

your parents were more interested in your education?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY UNLIKELY	1	131	12.6%	19.8%
SOMEWHAT UNLIKELY	2	39	3.7%	4.9%
SOMEWHAT LIKELY	3	105	10.1%	16.6%
VERY LIKELY	4	172	16.5%	21.4%
DOES NOT APPLY	5	215	20.6%	37.3%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.1%	(MISS)
MISSING	8	380	36.4%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

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Question 31I

Tape Pos. 187-187
Format: I1

F1D31I YOU FELT YOU BELONGED AT SCHOOL

you felt you belonged at school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY UNLIKELY	1	149	14.3%	22.3%
SOMEWHAT UNLIKELY	2	55	5.3%	6.6%
SOMEWHAT LIKELY	3	146	14.0%	25.2%
VERY LIKELY	4	159	15.2%	21.9%
DOES NOT APPLY	5	150	14.4%	24.0%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2	.2%	(MISS)
MISSING	8	382	36.6%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 31J

Tape Pos. 188-188
Format: I1

F1D31J YOU FELT SURE YOU COULD GRADUATE

you felt sure you could graduate?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY UNLIKELY	1	113	10.8%	15.0%
SOMEWHAT UNLIKELY	2	44	4.2%	4.6%
SOMEWHAT LIKELY	3	108	10.4%	16.2%
VERY LIKELY	4	314	30.1%	46.3%
DOES NOT APPLY	5	89	8.5%	17.9%
RESERVED CODES:				
MISSING	8	375	36.0%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 31K

Tape Pos. 189-189
Format: I1

F1D31K YOU FELT SURE YOU COULD GET BETTER JOB

you felt sure you could get a good job after graduation?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY UNLIKELY	1	100	9.6%	14.2%
SOMEWHAT UNLIKELY	2	30	2.9%	3.6%
SOMEWHAT LIKELY	3	106	10.2%	21.1%
VERY LIKELY	4	341	32.7%	44.2%
DOES NOT APPLY	5	89	8.5%	16.9%
RESERVED CODES:				
MISSING	8	377	36.1%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 31L

Tape Pos. 190-190
Format: I1

F1D31L RETURN TO SCHOOL IF FRIENDS WENT BACK

your friends went back to school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY UNLIKELY	1	165	15.8%	21.8%
SOMEWHAT UNLIKELY	2	46	4.4%	7.7%
SOMEWHAT LIKELY	3	96	9.2%	17.4%
VERY LIKELY	4	88	8.4%	10.1%
DOES NOT APPLY	5	267	25.6%	42.9%
RESERVED CODES:				
MISSING	8	381	36.5%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 31M

Tape Pos. 191-191
Format: I1

F1D31M YOU COULD PARTICIPATE IN SPORTS

you could participate in sports or other activities?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY UNLIKELY	1	244	23.4%	30.1%
SOMEWHAT UNLIKELY	2	38	3.6%	6.7%
SOMEWHAT LIKELY	3	89	8.5%	10.8%
VERY LIKELY	4	108	10.4%	19.4%
DOES NOT APPLY	5	189	18.1%	33.0%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.1%	(MISS)
MISSING	8	374	35.9%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 31N

Tape Pos. 192-192
Format: I1

F1D31N SCHOOL WAS MORE INTERESTING TO YOU

school was more interesting to you?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY UNLIKELY	1	113	10.8%	15.6%
SOMEWHAT UNLIKELY	2	45	4.3%	5.2%
SOMEWHAT LIKELY	3	178	17.1%	23.8%
VERY LIKELY	4	256	24.5%	38.7%
DOES NOT APPLY	5	81	7.8%	16.6%
RESERVED CODES:				
MISSING	8	370	35.5%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

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Question 31O

Tape Pos. 193-193
Format: I1

F1D31O YOU COULD TAKE MORE JOB-RELATED COURSES

you could take more job-related courses?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY UNLIKELY	1	141	13.5%	19.5%
SOMEWHAT UNLIKELY	2	64	6.1%	9.1%
SOMEWHAT LIKELY	3	172	16.5%	20.3%
VERY LIKELY	4	195	18.7%	31.5%
DOES NOT APPLY	5	95	9.1%	19.7%
RESERVED CODES:				
MISSING	8	376	36.0%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 31P

Tape Pos. 194-194
Format: I1

F1D31P YOU COULD ATTEND NIGHT CLASSES/WEEKENDS

you could attend classes at night or on weekends?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY UNLIKELY	1	173	16.6%	21.0%
SOMEWHAT UNLIKELY	2	47	4.5%	10.6%
SOMEWHAT LIKELY	3	141	13.5%	18.0%
VERY LIKELY	4	203	19.5%	31.7%
DOES NOT APPLY	5	107	10.3%	18.8%
RESERVED CODES:				
MISSING	8	372	35.7%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 31Q

Tape Pos. 195-195
Format: I1

F1D31Q YOU FELT SURE YOU COULD GET TUTORING

you felt sure you could get the tutoring/extra help to do better in school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY UNLIKELY	1	181	17.4%	25.3%
SOMEWHAT UNLIKELY	2	43	4.1%	4.9%
SOMEWHAT LIKELY	3	131	12.6%	22.2%
VERY LIKELY	4	200	19.2%	24.9%
DOES NOT APPLY	5	113	10.8%	22.6%
RESERVED CODES:				
MISSING	8	375	36.0%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 32

If you wanted to go back to school, whom would you contact to help you out?

Question 32A

Tape Pos. 196-196
Format: I1

F1D32A WOULD CONTACT MY PARENTS

Would contact my parents.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	420	40.3%	59.9%
DOES NOT APPLY	2	317	30.4%	40.1%
RESERVED CODES:				
MISSING	8	306	29.3%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 32B

Tape Pos. 197-197
Format: I1

F1D32B WOULD CONTACT ANOTHER RELATIVE

Would contact another relative.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	129	12.4%	22.1%
DOES NOT APPLY	2	608	58.3%	77.9%
RESERVED CODES:				
MISSING	8	306	29.3%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 32C

Tape Pos. 198-198
Format: I1

F1D32C WOULD CONTACT A TEACHER

Would contact a teacher.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	217	20.8%	31.7%
DOES NOT APPLY	2	520	49.9%	68.3%
RESERVED CODES:				
MISSING	8	306	29.3%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 32D

Tape Pos. 199-199
Format: I1

F1D32D WOULD CONTACT A COUNSELOR

Would contact a counselor.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	364	34.9%	46.3%
DOES NOT APPLY	2	373	35.8%	53.7%
RESERVED CODES:				
MISSING	8	306	29.3%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 32E

Tape Pos. 200-200
Format: I1

F1D32E WOULD CONTACT A COACH

Would contact a coach.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	61	5.8%	12.8%
DOES NOT APPLY	2	676	64.8%	87.2%
RESERVED CODES:				
MISSING	8	306	29.3%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 32F

Tape Pos. 201-201
Format: I1

F1D32F WOULD CONTACT SOMEONE ELSE AT SCHOOL

Would contact someone else at school.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	176	16.9%	29.2%
DOES NOT APPLY	2	561	53.8%	70.8%
RESERVED CODES:				
MISSING	8	306	29.3%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 32G

Tape Pos. 202-202
Format: I1

F1D32G WOULD CONTACT ANOTHER ADULT OUTSIDE SCHL

Would contact another adult outside of school.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	106	10.2%	11.0%
DOES NOT APPLY	2	631	60.5%	89.0%
RESERVED CODES:				
MISSING	8	306	29.3%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 32H

Tape Pos. 203-203
Format: I1

F1D32H WOULD CONTACT A FRIEND MY AGE

Would contact a friend my age.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	168	16.1%	25.1%
DOES NOT APPLY	2	569	54.6%	74.9%
RESERVED CODES:				
MISSING	8	306	29.3%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 32I

Tape Pos. 204-204
Format: I1

F1D32I THERE IS NO ONE I WOULD CONTACT FOR HELP

There is no one whom I would contact to help me.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	74	7.1%	8.8%
DOES NOT APPLY	2	663	63.6%	91.2%
RESERVED CODES:				
MISSING	8	306	29.3%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 33

After the last time you left school, what did you do most of the time?

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Question 33A

Tape Pos. 205-205
Format: I1

F1D33A I DID NOT HAVE A JOB

I did not have a job.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES..........................	1	169	16.2%	23.4%
DOES NOT APPLY................	2	562	53.9%	76.6%
RESERVED CODES:				
MISSING......................	8	312	29.9%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 33B

Tape Pos. 206-206
Format: I1

F1D33B I WAS LOOKING FOR A JOB

I was looking for a job.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES..........................	1	263	25.2%	33.7%
DOES NOT APPLY................	2	468	44.9%	66.3%
RESERVED CODES:				
MISSING......................	8	312	29.9%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 33C

Tape Pos. 207-207
Format: I1

F1D33C I WAS WORKING PART-TIME

I was working part-time.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES..........................	1	167	16.0%	27.9%
DOES NOT APPLY................	2	564	54.1%	72.1%
RESERVED CODES:				
MISSING......................	8	312	29.9%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 33D

Tape Pos. 208-208
Format: I1

F1D33D I WAS WORKING FULL-TIME

I was working full-time.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES..........................	1	199	19.1%	25.8%
DOES NOT APPLY................	2	532	51.0%	74.2%
RESERVED CODES:				
MISSING......................	8	312	29.9%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 33E

Tape Pos. 209-209
Format: I1

F1D33E I WAS CARING FOR MY CHILD

I was caring for my child.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES..........................	1	82	7.9%	11.4%
DOES NOT APPLY................	2	649	62.2%	88.6%
RESERVED CODES:				
MISSING......................	8	312	29.9%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 33F

Tape Pos. 210-210
Format: I1

F1D33F CARING FOR CHILD/SOMEONE ELSE IN FAMILY

I was caring for a child or someone else in my family.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES..........................	1	79	7.6%	12.5%
DOES NOT APPLY................	2	652	62.5%	87.5%
RESERVED CODES:				
MISSING......................	8	312	29.9%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 33G

Tape Pos. 211-211
Format: I1

F1D33G I WAS TRAVELING

I was traveling.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	54	5.2%	5.4%
DOES NOT APPLY	2	677	64.9%	94.6%
RESERVED CODES:				
MISSING	8	312	29.9%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 33H

Tape Pos. 212-212
Format: I1

F1D33H I WAS HANGING AROUND WTH MY FRIENDS

I was hanging around with friends.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	307	29.4%	44.3%
DOES NOT APPLY	2	424	40.7%	55.7%
RESERVED CODES:				
MISSING	8	312	29.9%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 34

How often do you spend time on the following activities?

Question 34A

Tape Pos. 213-213
Format: I1

F1D34A OFTEN SPEND TIME AT HANGOUT WITH FRIENDS

Visiting with friends at a local hangout.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
RARELY OR NEVER	1	243	23.3%	41.2%
LESS THAN ONCE A WEEK	2	90	8.6%	11.5%
ONCE OR TWICE A WEEK	3	152	14.6%	21.6%
EVERY DAY OR ALMOST EVERY DAY.	4	186	17.8%	25.7%
RESERVED CODES:				
MISSING	8	372	35.7%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 34B

Tape Pos. 214-214
Format: I1

F1D34B OFTN SPEND TIME USING PERSONAL COMPUTERS

Using personal computers.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
RARELY OR NEVER	1	560	53.7%	82.6%
LESS THAN ONCE A WEEK	2	39	3.7%	4.5%
ONCE OR TWICE A WEEK	3	41	3.9%	6.4%
EVERY DAY OR ALMOST EVERY DAY.	4	22	2.1%	6.5%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.1%	(MISS)
MISSING	8	380	36.4%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 34C

Tape Pos. 215-215
Format: I1

F1D34C OFTEN SPEND TIME WORKING ON HOBBIES,ARTS

Working on hobbies, arts or crafts on my own.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
RARELY OR NEVER	1	311	29.8%	46.0%
LESS THAN ONCE A WEEK	2	119	11.4%	15.7%
ONCE OR TWICE A WEEK	3	153	14.7%	28.2%
EVERY DAY OR ALMOST EVERY DAY.	4	78	7.5%	10.1%
RESERVED CODES:				
MISSING	8	382	36.6%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 34D

Tape Pos. 216-216
Format: I1

F1D34D OFTEN SPEND TIME READING FOR PLEASURE

Reading for pleasure.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
RARELY OR NEVER	1	291	27.9%	37.1%
LESS THAN ONCE A WEEK	2	136	13.0%	16.2%
ONCE OR TWICE A WEEK	3	150	14.4%	31.8%
EVERY DAY OR ALMOST EVERY DAY.	4	82	7.9%	14.9%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2	.2%	(MISS)
MISSING	8	382	36.6%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

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Question 34E

Tape Pos. 217-217
Format: I1

F1D34E OFTEN SPEND TIME GOING TO THE PARK, GYM

Going to the park, gym, beach, or pool.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
RARELY OR NEVER	1	228	21.9%	38.4%
L.3S THAN ONCE A WEEK	2	153	14.7%	17.1%
ONCE OR TWICE A WEEK	3	175	16.8%	26.2%
EVERY DAY OR ALMOST EVERY DAY.	4	107	10.3%	18.4%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.1%	(MISS)
MISSING	8	379	36.3%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 34F

Tape Pos. 218-218
Format: I1

F1D34F OFTEN SPEND TIME PLAYING BALL/OTH SPORTS

Playing ball or other sports with friends.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
RARELY OR NEVER	1	331	31.7%	53.6%
LESS THAN ONCE A WEEK	2	118	11.3%	14.0%
ONCE OR TWICE A WEEK	3	140	13.4%	22.7%
EVERY DAY OR ALMOST EVERY DAY.	4	77	7.4%	9.7%
RESERVED CODES:				
MISSING	8	377	36.1%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 34G

Tape Pos. 219-219
Format: I1

F1D34G OFTEN SPEND TIME ATTENDING YOUTH GROUPS

Attending youth groups or recreation programs.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
RARELY OR NEVER	1	564	54.1%	82.5%
LESS THAN ONCE A WEEK	2	50	4.8%	10.0%
ONCE OR TWICE A WEEK	3	38	3.6%	5.5%
EVERY DAY OR ALMOST EVERY DAY.	4	13	1.2%	2.0%
RESERVED CODES:				
MISSING	8	378	36.2%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 34H

Tape Pos. 220-220
Format: I1

F1D34H OFTEN SPEND TIME ON COMMUNITY SERVICE

Volunteering or performing community service.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
RARELY OR NEVER	1	588	56.4%	90.6%
LESS THAN ONCE A WEEK	2	36	3.5%	5.1%
ONCE OR TWICE A WEEK	3	22	2.1%	2.9%
EVERY DAY OR ALMOST EVERY DAY.	4	14	1.3%	1.4%
RESERVED CODES:				
MULTIPLE RESPONSE	6	3	.3%	(MISS)
MISSING	8	380	36.4%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 34I

Tape Pos. 221-221
Format: I1

F1D34I OFTEN SPEND TIME DRIVING WITH FRIENDS

Driving or riding around (alone or with friends).

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
RARELY OR NEVER	1	183	17.5%	25.2%
LESS THAN ONCE A WEEK	2	102	9.8%	14.1%
ONCE OR TWICE A WEEK	3	156	15.0%	25.8%
EVERY DAY OR ALMOST EVERY DAY.	4	225	21.6%	34.8%
RESERVED CODES:				
MISSING	8	377	36.1%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 34J

Tape Pos. 222-222
Format: I1

F1D34J OFTEN SPEND TIME ON PHONE WITH FRIENDS

Talking with friends on the telephone.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
RARELY OR NEVER	1	145	13.9%	23.4%
LESS THAN ONCE A WEEK	2	104	10.0%	12.7%
ONCE OR TWICE A WEEK	3	147	14.1%	22.8%
EVERY DAY OR ALMOST EVERY DAY.	4	271	26.0%	41.1%
RESERVED CODES:				
MISSING	8	376	36.0%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 34K

Tape Pos. 223-223
Format: I1

F1D34K OFTN SPEND TIME TALKING TO MOTHER/FATHER

Talking or doing things with your mother or father.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
RARELY OR NEVER................	1	179	17.2%	28.0%
LESS THAN ONCE A WEEK..........	2	130	12.5%	18.4%
ONCE OR TWICE A WEEK...........	3	190	18.2%	22.8%
EVERY DAY OR ALMOST EVERY DAY.	4	162	15.5%	30.8%
RESERVED CODES:				
MULTIPLE RESPONSE............	6	5	.5%	(MISS)
MISSING......................	8	377	36.1%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 34L

Tape Pos. 224-224
Format: I1

F1D34L OFTN SPEND TIME TALKING TO OTH ADULTS

Talking or doing things with other adults.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
RARELY OR NEVER................	1	185	17.7%	27.5%
LESS THAN ONCE A WEEK..........	2	165	15.8%	26.9%
ONCE OR TWICE A WEEK...........	3	183	17.5%	25.5%
EVERY DAY OR ALMOST EVERY DAY.	4	125	12.0%	20.0%
RESERVED CODES:				
MISSING......................	8	385	36.9%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 34M

Tape Pos. 225-225
Format: I1

F1D34M OFTEN SPEND TIME TAKING CLASSES

Taking classes: music, art, language, dance.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
RARELY OR NEVER................	1	598	57.3%	90.3%
LESS THAN ONCE A WEEK..........	2	32	3.1%	5.7%
ONCE OR TWICE A WEEK...........	3	21	2.0%	2.5%
EVERY DAY OR ALMOST EVERY DAY.	4	14	1.3%	1.4%
RESERVED CODES:				
MISSING......................	8	378	36.2%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 34N

Tape Pos. 226-226
Format: I1

F1D34N OFTEN SPEND TIME TAKING SPORTS LESSONS

Taking sports lessons: karate, tennis, etc.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
RARELY OR NEVER................	1	599	57.4%	91.9%
LESS THAN ONCE A WEEK..........	2	23	2.2%	2.6%
ONCE OR TWICE A WEEK...........	3	22	2.1%	2.7%
EVERY DAY OR ALMOST EVERY DAY.	4	16	1.5%	2.8%
RESERVED CODES:				
MULTIPLE RESPONSE............	6	5	.5%	(MISS)
MISSING......................	8	378	36.2%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 34O

Tape Pos. 227-227
Format: I1

F1D34O OFTEN SPEND TIME W/PARENTS/OTHER ADULTS

Spending time with parents or other adults.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
RARELY OR NEVER................	1	171	16.4%	22.9%
LESS THAN ONCE A WEEK..........	2	115	11.0%	13.2%
ONCE OR TWICE A WEEK...........	3	160	15.3%	23.0%
EVERY DAY OR ALMOST EVERY DAY.	4	216	20.7%	41.0%
RESERVED CODES:				
MULTIPLE RESPONSE............	6	1	.1%	(MISS)
MISSING......................	8	380	36.4%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 34P

Tape Pos. 228-228
Format: I1

F1D34P OFTEN SPEND TIME IN RELIGIOUS ACTIVITIES

Attending religious activities.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
RARELY OR NEVER................	1	501	48.0%	71.4%
LESS THAN ONCE A WEEK..........	2	66	6.3%	12.7%
ONCE OR TWICE A WEEK...........	3	69	6.6%	13.3%
EVERY DAY OR ALMOST EVERY DAY.	4	23	2.2%	2.6%
RESERVED CODES:				
MULTIPLE RESPONSE............	6	1	.1%	(MISS)
MISSING......................	8	383	36.7%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 35

How many hours a day do you usually watch TV or videotapes?

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Question 35A

Tape Pos. 229-230
Format: I2

F1D35A TIMES DURING WEEKDAYS R WATCH TV/VIDEO

On weekdays.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DON'T WATCH TV	0	41	3.9%	3.9%
LESS THAN 1 HOUR	1	79	7.6%	14.5%
1-2 HOURS	2	124	11.9%	18.9%
2-3 HOURS	3	130	12.5%	16.0%
3-4 HOURS	4	97	9.3%	15.9%
4-5 HOURS	5	83	8.0%	8.4%
OVER 5 HOURS	6	164	15.7%	22.3%
RESERVED CODES:				
MULTIPLE RESPONSE	96	30	2.9%	(MISS)
MISSING	98	295	28.3%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 35B

Tape Pos. 231-232
Format: I2

F1D35B TIMES DURING WEEKENDS R WATCH TV/VIDEO

On weekends.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DON'T WATCH TV	0	70	6.7%	7.1%
LESS THAN 1 HOUR	1	108	10.4%	19.0%
1-2 HOURS	2	132	12.7%	18.4%
2-3 HOURS	3	113	10.8%	13.5%
3-4 HOURS	4	80	7.7%	13.9%
4-5 HOURS	5	58	5.6%	9.2%
OVER 5 HOURS	6	153	14.7%	18.8%
RESERVED CODES:				
MULTIPLE RESPONSE	96	34	3.3%	(MISS)
MISSING	98	295	28.3%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

III. YOUR PLANS FOR THE FUTURE

Question 36

How important is each of the following to you in your life?

Question 36A

Tape Pos. 233-233
Format: I1

F1D36A IMPORTANCE OF BEING SUCCESSFUL IN WORK

Being successful in my line of work.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	45	4.3%	5.9%
SOMEWHAT IMPORTANT	2	155	14.9%	16.1%
VERY IMPORTANT	3	576	55.2%	78.0%
RESERVED CODES:				
REFUSAL	7	2	.2%	(MISS)
MISSING	8	265	25.4%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 36B

Tape Pos. 234-234
Format: I1

F1D36B IMPORTANCE OF MARRYING THE RIGHT PERSON

Finding the right person to marry and having a happy family life.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	84	8.1%	10.6%
SOMEWHAT IMPORTANT	2	142	13.6%	23.8%
VERY IMPORTANT	3	552	52.9%	65.6%
RESERVED CODES:				
REFUSAL	7	1	.1%	(MISS)
MISSING	8	264	25.3%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 36C

Tape Pos. 235-235
Format: I1

F1D36C IMPORTANCE OF WEALTH

Having lots of money.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	96	9.2%	10.6%
SOMEWHAT IMPORTANT	2	325	31.2%	40.7%
VERY IMPORTANT	3	356	34.1%	48.7%
RESERVED CODES:				
REFUSAL	7	1	.1%	(MISS)
MISSING	8	265	25.4%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 36D

Tape Pos. 236-236
Format: I1

F1D36D IMPORTANCE OF STRONG FRIENDSHIPS

Having strong friendships.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	55	5.3%	6.4%
SOMEWHAT IMPORTANT	2	207	19.8%	26.3%
VERY IMPORTANT	3	514	49.3%	67.3%
RESERVED CODES:				
REFUSAL	7	1	.1%	(MISS)
MISSING	8	266	25.5%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 36E

Tape Pos. 237-237
Format: I1

F1D36E IMPORTANCE OF FINDING STEADY WORK

Being able to find steady work.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	28	2.7%	3.4%
SOMEWHAT IMPORTANT	2	103	9.9%	11.3%
VERY IMPORTANT	3	647	62.0%	85.3%
RESERVED CODES:				
REFUSAL	7	1	.1%	(MISS)
MISSING	8	264	25.3%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 36F

Tape Pos. 238-238
Format: I1

F1D36F IMPORTANCE OF HELPING PEOPLE

Helping other people in my community.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	101	9.7%	11.3%
SOMEWHAT IMPORTANT	2	415	39.8%	55.2%
VERY IMPORTANT	3	257	24.6%	33.5%
RESERVED CODES:				
REFUSAL	7	1	.1%	(MISS)
MISSING	8	269	25.8%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 36G

Tape Pos. 239-239
Format: I1

F1D36G IMPORTANCE OF A BETTER LIFE FOR MY CHILD

Being able to give my children better opportunities than I've had.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	61	5.8%	7.8%
SOMEWHAT IMPORTANT	2	77	7.4%	8.7%
VERY IMPORTANT	3	634	60.8%	83.5%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.1%	(MISS)
REFUSAL	7	2	.2%	(MISS)
MISSING	8	268	25.7%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 36H

Tape Pos. 240-240
Format: I1

F1D36H IMPORTANCE OF LIVING CLOSE TO PARENTS

Living close to parents and relatives.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	171	16.4%	22.0%
SOMEWHAT IMPORTANT	2	354	33.9%	47.5%
VERY IMPORTANT	3	250	24.0%	30.5%
RESERVED CODES:				
REFUSAL	7	1	.1%	(MISS)
MISSING	8	267	25.6%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 36I

Tape Pos. 241-241
Format: I1

F1D36I IMPORTANCE OF GETTING AWAY FROM THE AREA

Getting away from this area of the country.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	385	36.9%	45.8%
SOMEWHAT IMPORTANT	2	225	21.6%	25.2%
VERY IMPORTANT	3	166	15.9%	29.0%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.1%	(MISS)
REFUSAL	7	1	.1%	(MISS)
MISSING	8	265	25.4%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

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Question 36J

Tape Pos. 242-242
Format: I1

F1D36J IMPORTANCE OF CORRECTING SOC INEQUITIES

Working to correct social and economic inequalities.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	277	26.6%	35.4%
SOMEWHAT IMPORTANT	2	348	33.4%	45.3%
VERY IMPORTANT	3	146	14.0%	19.3%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2	.2%	(MISS)
REFUSAL	7	1	.1%	(MISS)
MISSING	8	269	25.8%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 36K

Tape Pos. 243-243
Format: I1

F1D36K IMPORTANCE OF HAVING CHILDREN

Having children.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	218	20.9%	28.3%
SOMEWHAT IMPORTANT	2	298	28.6%	36.5%
VERY IMPORTANT	3	258	24.7%	35.2%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.1%	(MISS)
REFUSAL	7	1	.1%	(MISS)
MISSING	8	267	25.6%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 36L

Tape Pos. 244-244
Format: I1

F1D36L IMPORTANCE OF LEISURE TIME

Having leisure time to enjoy my own interests.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	74	7.1%	9.0%
SOMEWHAT IMPORTANT	2	314	30.1%	42.2%
VERY IMPORTANT	3	387	37.1%	48.8%
RESERVED CODES:				
REFUSAL	7	1	.1%	(MISS)
MISSING	8	267	25.6%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 36M

Tape Pos. 245-245
Format: I1

F1D36M IMPORTANCE OF GETTING AWAY FROM PARENTS

Getting away from my parents.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	389	37.3%	50.4%
SOMEWHAT IMPORTANT	2	249	23.9%	33.8%
VERY IMPORTANT	3	139	13.3%	15.9%
RESERVED CODES:				
REFUSAL	7	1	.1%	(MISS)
MISSING	8	265	25.4%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 37

How far in school do you think your father and your mother want you to go?

Question 37A

Tape Pos. 246-247
Format: I2

F1D37A HOW FAR IN SCHOOL FATHER WANTED R TO GO

Father

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
LESS THAN HIGH SCHOOL GRADUATION	1	21	2.0%	2.0%
GRADUATE FROM HIGH SCHOOL, BUT NOT GO ANY FURTHER	2	145	13.9%	16.9%
GO TO VOCATIONAL, TRADE, OR BUSINESS SCHOOL AFTER HIGH SCHOOL	3	85	8.1%	9.4%
ATTEND A TWO-YEAR COLLEGE	4	46	4.4%	4.3%
ATTEND A FOUR-YEAR COLLEGE	5	27	2.6%	4.5%
GRADUATE FROM COLLEGE	6	123	11.8%	18.8%
ATTEND A HIGHER LEVEL OF SCHOOL AFTER GRADUATION FROM COLLEGE	7	59	5.7%	8.7%
DON'T KNOW	8	129	12.4%	18.0%
PARENT DOESN'T CARE	9	27	2.6%	4.9%
DOES NOT APPLY	10	83	8.0%	12.6%
RESERVED CODES:				
MISSING	98	298	28.6%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

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Question 37B

Tape Pos. 248-249
Format: I2

F1D37B HOW FAR IN SCHOOL MOTHER WANTED R TO GO

Mother

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
LESS THAN HIGH SCHOOL GRADUATION	1	26	2.5%	2.4%
GRADUATE FROM HIGH SCHOOL, BUT NOT GO ANY FURTHER	2	160	15.3%	18.6%
GO TO VOCATIONAL, TRADE, OR BUSINESS SCHOOL AFTER HIGH SCHOOL	3	109	10.5%	12.0%
ATTEND A TWO-YEAR COLLEGE	4	56	5.4%	6.4%
ATTEND A FOUR-YEAR COLLEGE	5	32	3.1%	4.7%
GRADUATE FROM COLLEGE	6	148	14.2%	23.1%
ATTEND A HIGHER LEVEL OF SCHOOL AFTER GRADUATION FROM COLLEGE	7	66	6.3%	8.7%
DON'T KNOW	8	96	9.2%	15.2%
PARENT DOESN'T CARE	9	23	2.2%	4.8%
DOES NOT APPLY	10	31	3.0%	4.0%
RESERVED CODES:				
MISSING	98	296	28.4%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 38

Tape Pos. 250-251
Format: I2

F1D38 HOW FAR IN SCHL DO YOU THINK YOU WILL GO

As things stand now, how far in school do you think you will get?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
LESS THAN HIGH SCHOOL GRADUATION	1	339	32.5%	28.9%
HIGH SCHOOL GRADUATION ONLY	2	303	29.1%	34.0%
TRADE SCHL < 2 YEARS	3	108	10.4%	9.3%
2/MORE YRS TRADE	4	86	8.2%	8.5%
LESS THAN TWO YEARS OF COLLEGE	5	23	2.2%	1.7%
TWO OR MORE YEARS OF COLLEGE (INCLUDING TWO-YEAR DEGREE)	6	66	6.3%	5.3%
FINISH COLLEGE (FOUR- OR FIVE-YEAR DEGREE)	7	56	5.4%	5.3%
MASTER'S DEGREE OR EQUIVALENT	8	23	2.2%	4.7%
PH.D., M.D., OR OTHER ADVANCED PROFESSIONAL DEGREE	9	23	2.2%	2.4%
RESERVED CODES:				
REFUSAL	97	3	.3%	(MISS)
MISSING	98	13	1.2%	(MISS)
TOTALS:		1043	100.0%	100.0%

Question 39

Tape Pos. 252-253
Format: I2

F1D39 DESCRIBE JOB AT 30

Which of the categories below comes closest to describing the job or occupation that you expect or plan to have when you are 30 years old?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent	1	77	7.4%	9.3%
CRAFTSMAN such as baker, automobile mechanic, painter, plumber, telephone installer, carpenter	2	101	9.7%	9.2%
FARMER, FARM MANAGER	3	11	1.1%	4.1%
HOMEMAKER OR HOUSEWIFE ONLY	4	34	3.3%	3.0%
LABORER such as construction worker, car washer, sanitary worker, farm laborer	5	53	5.1%	4.2%
MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official	6	47	4.5%	4.7%
MILITARY such as career officer, enlisted man or woman in the Armed Forces	7	47	4.5%	3.6%
OPERATIVE such as meat cutter, assembler, machine operator, welder, taxicab, bus, or truck driver	8	41	3.9%	4.3%
PROFESSIONAL such as accountant, artist, registered nurse, engineer, librarian, writer, social worker, actor, actress, athlete, politician, but not including school teacher	9	121	11.6%	15.2%
PROFESSIONAL such as clergyman, dentist, physician, lawyer, scientist, college teacher	10	35	3.4%	7.4%
PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner	11	31	3.0%	3.1%
PROTECTIVE SERVICE such as detective, police officer or guard, sheriff, fire fighter	12	17	1.6%	1.8%
SALES such as salesperson, advertising or insurance agent, real estate broker	13	15	1.4%	1.0%
SCHOOL TEACHER such as elementary or secondary	14	15	1.4%	1.0%
SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter	15	60	5.8%	5.1%
TECHNICAL such as draftsman, medical or dental technician, computer programer	16	36	3.5%	2.9%
NOT PLANNING TO WORK	17	5	.5%	.4%
OTHER	18	53	5.1%	4.5%
DON'T KNOW	19	161	15.4%	16.2%
RESERVED CODES:				
MULTIPLE RESPONSE	96	12	1.2%	(MISS)
REFUSAL	97	1	.1%	(MISS)
MISSING	98	70	6.7%	(MISS)
TOTALS:		1043	100.0%	100.0%

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Question 40

Tape Pos. 254-255
Format: I2

F1D40 HOW MUCH EDUCATION NEEDED TO GET A JOB

How much education do you think you need to have in order to get a job in the area that you chose in the last question?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SOME HIGH SCHOOL	1	141	13.5%	19.8%
HIGH SCHOOL DIPLOMA	2	221	21.2%	29.1%
SOME VOCATIONAL EDUCATION	3	124	11.9%	13.5%
SOME COLLEGE EDUCATION	4	85	8.1%	11.0%
COLLEGE DEGREE	5	101	9.7%	16.8%
GRADUATE DEGREE (MASTERS OR PH.D.)	7	49	4.7%	9.8%
RESERVED CODES:				
MISSING	98	322	30.9%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

IV. LANGUAGE USE

Question 41

Tape Pos. 256-256
Format: I1

F1D41 LANGUAGE BESIDES ENGLISH SPOKEN AT HOME

Is any other language besides English spoken in your home?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	286	27.4%	23.7%
NO	2	757	72.6%	76.3%
TOTALS:		1043	100.0%	100.0%

Question 42

Tape Pos. 257-258
Format: I2

F1D42 WHAT OTHER LANGUAGE IS SPOKEN AT HOME

What other language is spoken in your home?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SPANISH	1	226	21.7%	79.0%
JAPANESE	3	1	.1%	.2%
KOREAN	4	1	.1%	.4%
A FILIPINO LANGUAGE	5	3	.3%	.9%
ITALIAN	6	3	.3%	.9%
FRENCH	7	14	1.3%	6.8%
GERMAN	8	6	.6%	4.5%
VIETNAMESE	12	3	.3%	.6%
CAMBODIAN	13	1	.1%	.1%
OTHER	14	16	1.5%	6.7%
RESERVED CODES:				
MULTIPLE RESPONSE	96	7	.7%	(MISS)
MISSING	98	5	.5%	(MISS)
LEGITIMATE SKIP	99	757	72.6%	(MISS)
TOTALS:		1043	100.0%	100.0%

Question 42A

Tape Pos. 259-259
Format: I1

F1D42A R'S NATIVE LANGUAGE SPOKEN AT HOME

Is this your native language (the first language you learned to speak when you were a child)?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	127	12.2%	61.5%
NO	2	79	7.6%	38.5%
RESERVED CODES:				
MISSING	8	277	26.6%	(MISS)
LEGITIMATE SKIP	9	560	53.7%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 42BA

Tape Pos. 260-260
Format: I1

F1D42BA HOW WELL DOES R UNDERSTAND NATIVE LANG

How well do you understand your native language?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY WELL	1	72	6.9%	59.4%
WELL	2	40	3.8%	28.8%
NOT VERY WELL	3	13	1.2%	9.1%
NOT AT ALL	4	3	.3%	2.6%
RESERVED CODES:				
MISSING	8	276	26.5%	(MISS)
LEGITIMATE SKIP	9	639	61.3%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 42BB

Tape Pos. 261-261
Format: I1

F1D42BB HOW WELL DOES R SPEAK NATIVE LANGUAGE

How well do you speak your native language?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY WELL	1	67	6.4%	63.3%
WELL	2	45	4.3%	27.8%
NOT VERY WELL	3	13	1.2%	8.0%
NOT AT ALL	4	2	.2%	.9%
RESERVED CODES:				
MISSING	8	277	26.6%	(MISS)
LEGITIMATE SKIP	9	639	61.3%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 42BC

Tape Pos. 262-262
Format: I1

F1D42BC HOW WELL DOES R READ NATIVE LANGUAGE

How well do you read your native language?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY WELL	1	40	3.8%	43.4%
WELL	2	36	3.5%	23.4%
NOT VERY WELL	3	37	3.5%	25.6%
NOT AT ALL	4	13	1.2%	7.6%
RESERVED CODES:				
MISSING	8	278	26.7%	(MISS)
LEGITIMATE SKIP	9	639	61.3%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 42BD

Tape Pos. 263-263
Format: I1

F1D42BD HOW WELL DOES R WRITE NATIVE LANGUAGE

How well do you write your native language?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY WELL	1	38	3.6%	36.8%
WELL	2	31	3.0%	24.7%
NOT VERY WELL	3	34	3.3%	24.4%
NOT AT ALL	4	25	2.4%	14.1%
RESERVED CODES:				
MISSING	8	276	26.5%	(MISS)
LEGITIMATE SKIP	9	639	61.3%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 43

How often is THAT NON-ENGLISH LANGUAGE spoken in each situation listed below?

Question 43A

Tape Pos. 264-264
Format: I1

F1D43A SPEAK NON-ENGLISH LANGUAGE TO MOTHER

How often do you speak that non-English language to your mother?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	0	47	4.5%	20.7%
SOMETIMES	1	53	5.1%	30.7%
ABOUT HALF THE TIME	2	25	2.4%	10.4%
ALWAYS/MOST THE TIME	3	66	6.3%	33.9%
DOES NOT APPLY	4	12	1.2%	4.3%
RESERVED CODES:				
MISSING	8	280	26.8%	(MISS)
LEGITIMATE SKIP	9	560	53.7%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 43B

Tape Pos. 265-265
Format: I1

F1D43B SPEAK NON-ENGLISH LANGUAGE TO FATHER

How often do you speak that non-English language to your father?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	0	51	4.9%	25.9%
SOMETIMES	1	40	3.8%	20.5%
ABOUT HALF THE TIME	2	22	2.1%	7.9%
ALWAYS/MOST THE TIME	3	60	5.8%	34.4%
DOES NOT APPLY	4	29	2.8%	11.2%
RESERVED CODES:				
MISSING	8	281	26.9%	(MISS)
LEGITIMATE SKIP	9	560	53.7%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 43C

Tape Pos. 266-266
Format: I1

F1D43C SPEAK NON-ENGLISH LANG TO SISTER/BROTHER

How often do you speak that non-English language to your brothers and sisters?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	0	57	5.5%	22.8%
SOMETIMES	1	51	4.9%	21.5%
ABOUT HALF THE TIME	2	44	4.2%	20.6%
ALWAYS/MOST THE TIME	3	39	3.7%	29.9%
DOES NOT APPLY	4	13	1.2%	5.2%
RESERVED CODES:				
MISSING	8	279	26.7%	(MISS)
LEGITIMATE SKIP	9	560	53.7%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

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Question 43D

Tape Pos. 267-267
Format: I1

F1D43D SPEAK NON-ENGLISH LANGUAGE WITH FRIENDS

How often do you speak that non-English language with your friends?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	0	64	6.1%	24.6%
SOMETIMES	1	62	5.9%	27.5%
ABOUT HALF THE TIME	2	33	3.2%	15.9%
ALWAYS/MOST THE TIME	3	39	3.7%	28.8%
DOES NOT APPLY	4	8	.8%	3.2%
RESERVED CODES:				
MISSING	8	277	26.6%	(MISS)
LEGITIMATE SKIP	9	560	53.7%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 44

How well do you do the following?

Question 44A

Tape Pos. 268-268
Format: I1

F1D44A R'S UNDERSTANDING OF SPOKEN ENGLISH

How well do you understand spoken English?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY WELL	1	211	20.2%	77.5%
WELL	2	67	6.4%	18.8%
NOT VERY WELL	3	7	.7%	3.7%
RESERVED CODES:				
MISSING	8	1	.1%	(MISS)
LEGITIMATE SKIP	9	757	72.6%	(MISS)
TOTALS:		1043	100.0%	100.0%

Question 44B

Tape Pos. 269-269
Format: I1

F1D44B HOW WELL DOES R SPEAK ENGLISH

How well do you speak English?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY WELL	1	199	19.1%	73.8%
WELL	2	69	6.6%	20.0%
NOT VERY WELL	3	16	1.5%	6.2%
RESERVED CODES:				
MISSING	8	2	.2%	(MISS)
LEGITIMATE SKIP	9	757	72.6%	(MISS)
TOTALS:		1043	100.0%	100.0%

Question 44C

Tape Pos. 270-270
Format: I1

F1D44C HOW WELL DOES R READ ENGLISH

How well do you read English?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY WELL	1	190	18.2%	69.3%
WELL	2	79	7.6%	27.6%
NOT VERY WELL	3	14	1.3%	2.9%
NOT AT ALL	4	1	.1%	.1%
RESERVED CODES:				
MISSING	8	2	.2%	(MISS)
LEGITIMATE SKIP	9	757	72.6%	(MISS)
TOTALS:		1043	100.0%	100.0%

Question 44D

Tape Pos. 271-271
Format: I1

F1D44D HOW WELL DOES R WRITE ENGLISH

How well do you write English?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY WELL	1	188	18.0%	69.8%
WELL	2	74	7.1%	22.7%
NOT VERY WELL	3	21	2.0%	7.3%
NOT AT ALL	4	1	.1%	.1%
RESERVED CODES:				
MISSING	8	2	.2%	(MISS)
LEGITIMATE SKIP	9	757	72.6%	(MISS)
TOTALS:		1043	100.0%	100.0%

Question 45

Tape Pos. 272-272
Format: I1

F1D45 SINCE 8TH GRADE DID R PEC SPECIAL HELP

Since the eighth grade, while you were in school, did you ever receive special help in reading, writing, or speaking English?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	40	3.8%	20.7%
NO	2	166	15.9%	79.3%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.1%	(MISS)
MISSING	8	276	26.5%	(MISS)
LEGITIMATE SKIP	9	560	53.7%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

V. YOUR OPINIONS ABOUT YOURSELF AND YOUR ATTITUDES

Question 46

How do you feel about each of the following statements?

Question 46A

Tape Pos. 273-273
Format: I1

F1D46A I FEEL GOOD ABOUT MYSELF

I feel good about myself.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	225	21.6%	35.9%
AGREE	2	384	36.8%	56.0%
DISAGREE	3	49	4.7%	6.0%
STRONGLY DISAGREE	4	16	1.5%	2.0%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.1%	(MISS)
MISSING	8	368	35.3%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 46B

Tape Pos. 274-274
Format: I1

F1D46B I DON'T HAVE CONTROL OVER MY LIFE

I don't have enough control over the direction my life is taking.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	39	3.7%	4.4%
AGREE	2	179	17.2%	34.3%
DISAGREE	3	300	28.8%	40.7%
STRONGLY DISAGREE	4	152	14.6%	20.6%
RESERVED CODES:				
MISSING	8	373	35.8%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 46C

Tape Pos. 275-275
Format: I1

F1D46C GOOD LUCK MORE IMPORTANT THAN HARD WORK

In my life, good luck is more important than hard work for success.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	25	2.4%	2.5%
AGREE	2	110	10.5%	15.3%
DISAGREE	3	327	31.4%	52.7%
STRONGLY DISAGREE	4	209	20.0%	29.5%
RESERVED CODES:				
MISSING	8	372	35.7%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 46D

Tape Pos. 276-276
Format: I1

F1D46D I FEEL I AM A PERSON OF WORTH

I feel I am a person of worth, the equal of other people.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	203	19.5%	30.5%
AGREE	2	382	36.6%	57.5%
DISAGREE	3	56	5.4%	9.0%
STRONGLY DISAGREE	4	21	2.0%	3.0%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.1%	(MISS)
MISSING	8	380	36.4%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 46E

Tape Pos. 277-277
Format: I1

F1D46E I CAN TO DO THINGS AS WELL AS MOST PEOPL

I am able to do things as well as most other people.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	223	21.4%	32.3%
AGREE	2	386	37.0%	60.2%
DISAGREE	3	49	4.7%	6.0%
STRONGLY DISAGREE	4	12	1.2%	1.4%
RESERVED CODES:				
MISSING	8	373	35.8%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 46F

Tape Pos. 278-278
Format: I1

F1D46F WHN I TRY TO GET AHEAD SOMETHNG STOPS ME

Every time I try to get ahead, something or somebody stops me.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	62	5.9%	6.8%
AGREE	2	236	22.6%	41.1%
DISAGREE	3	288	27.6%	41.1%
STRONGLY DISAGREE	4	86	8.2%	11.0%
RESERVED CODES:				
MISSING	8	371	35.6%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

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Question 46G

Tape Pos. 279-279
Format: I1

F1D46G MY PLANS HARDLY EVER WORK OUT

My plans hardly ever work out, so planning only makes me unhappy.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE................	1	44	4.2%	5.4%
AGREE.........................	2	221	21.2%	33.3%
DISAGREE......................	3	301	28.9%	47.8%
STRONGLY DISAGREE.............	4	105	10.1%	13.4%
RESERVED CODES:				
MULTIPLE RESPONSE...........	6	1	.1%	(MISS)
MISSING.....................	8	371	35.6%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 46H

Tape Pos. 280-280
Format: I1

F1D46H ON THE WHOLE, I AM SATISFIED WITH MYSELF

On the whole, I am satisfied with myself.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE................	1	130	12.5%	18.0%
AGREE.........................	2	372	35.7%	57.0%
DISAGREE......................	3	135	12.9%	21.9%
STRONGLY DISAGREE.............	4	30	2.9%	3.1%
RESERVED CODES:				
MULTIPLE RESPONSE...........	6	2	.2%	(MISS)
MISSING.....................	8	374	35.9%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 46I

Tape Pos. 281-281
Format: I1

F1D46I I FEEL USELESS AT TIMES

I feel useless at times.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE................	1	46	4.4%	6.1%
AGREE.........................	2	282	27.0%	47.6%
DISAGREE......................	3	243	23.3%	33.8%
STRONGLY DISAGREE.............	4	92	8.8%	12.5%
RESERVED CODES:				
MULTIPLE RESPONSE...........	6	1	.1%	(MISS)
MISSING.....................	8	379	36.3%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 46J

Tape Pos. 282-282
Format: I1

F1D46J AT TIMES I THINK I AM NO GOOD AT ALL

At times I think I am no good at all.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE................	1	52	5.0%	6.9%
AGREE.........................	2	231	22.1%	35.5%
DISAGREE......................	3	250	24.0%	40.9%
STRONGLY DISAGREE.............	4	136	13.0%	16.7%
RESERVED CODES:				
MULTIPLE RESPONSE...........	6	1	.1%	(MISS)
MISSING.....................	8	373	35.8%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 46K

Tape Pos. 283-283
Format: I1

F1D46K WHEN I MAKE PLANS I CAN MAKE THEM WORK

When I make plans, I am almost certain I can make them work.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE................	1	109	10.5%	13.5%
AGREE.........................	2	384	36.8%	58.3%
DISAGREE......................	3	150	14.4%	25.3%
STRONGLY DISAGREE.............	4	25	2.4%	2.9%
RESERVED CODES:				
MULTIPLE RESPONSE...........	6	1	.1%	(MISS)
MISSING.....................	8	374	35.9%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 46L

Tape Pos. 284-284
Format: I1

F1D46L I FEEL I DO NOT HAVE MUCH TO BE PROUD OF

I feel I do not have much to be proud of.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE................	1	35	3.4%	4.2%
AGREE.........................	2	163	15.6%	24.4%
DISAGREE......................	3	300	28.8%	43.8%
STRONGLY DISAGREE.............	4	172	16.5%	27.6%
RESERVED CODES:				
MULTIPLE RESPONSE...........	6	1	.1%	(MISS)
MISSING.....................	8	372	35.7%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 46M

Tape Pos. 285-285
Format: I1

F1D46M CHANCE & LUCK VERY IMPORTANT IN MY LIFE

Chance and luck are very important for what happens in my life.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	56	5.4%	6.8%
AGREE	2	259	24.8%	31.6%
DISAGREE	3	232	22.2%	41.0%
STRONGLY DISAGREE	4	122	11.7%	20.7%
RESERVED CODES:				
MISSING	8	374	35.9%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 46N

Tape Pos. 286-286
Format: I1

F1D46N R FEELS EMOTIONALLY EMPTY

I feel emotionally empty most of the time.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	40	3.8%	5.5%
AGREE	2	158	15.1%	20.1%
DISAGREE	3	315	30.2%	48.7%
STRONGLY DISAGREE	4	157	15.1%	25.7%
RESERVED CODES:				
MISSING	8	373	35.8%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 47

Choose the answer that is best for you.

Question 47A

Tape Pos. 287-288
Format: I2

F1D47A MY PARENTS TREAT ME FAIRLY

My parents treat me fairly.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
FALSE	1	43	4.1%	6.3%
MOSTLY FALSE	2	20	1.9%	2.0%
MORE FALSE THAN TRUE	3	61	5.8%	7.7%
MORE TRUE THAN FALSE	4	116	11.1%	20.1%
MOSTLY TRUE	5	141	13.5%	17.6%
TRUE	6	291	27.9%	46.5%
RESERVED CODES:				
MULTIPLE RESPONSE	96	1	.1%	(MISS)
MISSING	98	370	35.5%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 47B

Tape Pos. 289-290
Format: I2

F1D47B R LEARNED QUICKLY IN ENGLISH CLASSES

I learned things quickly in English classes.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
FALSE	1	87	8.3%	11.8%
MOSTLY FALSE	2	51	4.9%	6.1%
MORE FALSE THAN TRUE	3	99	9.5%	17.5%
MORE TRUE THAN FALSE	4	152	14.6%	23.4%
MOSTLY TRUE	5	113	10.8%	16.1%
TRUE	6	170	16.3%	25.2%
RESERVED CODES:				
MULTIPLE RESPONSE	96	1	.1%	(MISS)
MISSING	98	370	35.5%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 47C

Tape Pos. 291-292
Format: I2

F1D47C HAVE LOTS OF FRIENDS OF THE SAME SEX

I have good friends who are members of my own sex.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
FALSE	1	39	3.7%	6.5%
MOSTLY FALSE	2	20	1.9%	2.8%
MORE FALSE THAN TRUE	3	29	2.8%	3.2%
MORE TRUE THAN FALSE	4	81	7.8%	10.7%
MOSTLY TRUE	5	150	14.4%	27.9%
TRUE	6	349	33.5%	49.0%
RESERVED CODES:				
MULTIPLE RESPONSE	96	1	.1%	(MISS)
MISSING	98	374	35.9%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

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Question 47D

Tape Pos. 293-294
Format: I2

F1D47D MATHEMATICS ONE OF R'S BEST SUBJECTS

Mathematics was one of my best subjects.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
FALSE	1	160	15.3%	22.8%
MOSTLY FALSE	2	48	4.6%	7.0%
MORE FALSE THAN TRUE	3	69	6.6%	8.2%
MORE TRUE THAN FALSE	4	84	8.1%	9.9%
MOSTLY TRUE	5	88	8.4%	11.8%
TRUE	6	219	21.0%	40.3%
RESERVED CODES:				
MULTIPLE RESPONSE	96	3	.3%	(MISS)
MISSING	98	372	35.7%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 47E

Tape Pos. 295-296
Format: I2

F1D47E ENGLISH WAS ONE OF R'S BEST SUBJECTS

English was one of my best subjects.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
FALSE	1	184	17.6%	30.6%
MOSTLY FALSE	2	59	5.7%	6.8%
MORE FALSE THAN TRUE	3	113	10.8%	16.3%
MORE TRUE THAN FALSE	4	108	10.4%	15.2%
MOSTLY TRUE	5	77	7.4%	11.8%
TRUE	6	128	12.3%	19.3%
RESERVED CODES:				
MULTIPLE RESPONSE	96	1	.1%	(MISS)
MISSING	98	373	35.8%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 47F

Tape Pos. 297-298
Format: I2

F1D47F R DOESN'T LIKE PARENTS VERY MUCH

I do not like my parents very much.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
FALSE	1	417	40.0%	61.8%
MOSTLY FALSE	2	81	7.8%	14.5%
MORE FALSE THAN TRUE	3	53	5.1%	6.3%
MORE TRUE THAN FALSE	4	53	5.1%	6.7%
MOSTLY TRUE	5	26	2.5%	3.7%
TRUE	6	37	3.6%	7.1%
RESERVED CODES:				
MULTIPLE RESPONSE	96	2	.2%	(MISS)
MISSING	98	374	35.9%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 47G

Tape Pos. 299-300
Format: I2

F1D47G R GOT GOOD MARKS IN ENGLISH

I got good marks in English.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
FALSE	1	145	13.9%	25.7%
MOSTLY FALSE	2	74	7.1%	9.3%
MORE FALSE THAN TRUE	3	111	10.6%	13.9%
MORE TRUE THAN FALSE	4	135	12.9%	20.1%
MOSTLY TRUE	5	84	8.1%	15.1%
TRUE	6	120	11.5%	15.9%
RESERVED CODES:				
MULTIPLE RESPONSE	96	1	.1%	(MISS)
MISSING	98	373	35.8%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 47H

Tape Pos. 301-302
Format: I2

F1D47H GET LOTS OF ATTENTION FROM OPPOSITE SEX

I get a lot of attention from members of the opposite sex

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
FALSE	1	41	3.9%	7.7%
MOSTLY FALSE	2	39	3.7%	4.1%
MORE FALSE THAN TRUE	3	60	5.8%	6.6%
MORE TRUE THAN FALSE	4	139	13.3%	23.5%
MOSTLY TRUE	5	149	14.3%	25.6%
TRUE	6	239	22.9%	32.6%
RESERVED CODES:				
MISSING	98	376	36.0%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 47I

Tape Pos. 303-304
Format: I2

F1D47I I GET ALONG WELL WITH MY PARENTS

I get along well with my parents.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
FALSE	1	51	4.9%	7.1%
MOSTLY FALSE	2	18	1.7%	1.9%
MORE FALSE THAN TRUE	3	64	6.1%	7.7%
MORE TRUE THAN FALSE	4	109	10.5%	13.6%
MOSTLY TRUE	5	139	13.3%	18.0%
TRUE	6	291	27.9%	51.7%
RESERVED CODES:				
MISSING	98	371	35.6%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 47J

Tape Pos. 305-306
Format: I2

F1D47J R HAS ALWAYS DONE WELL IN MATHEMATICS

I have always done well in mathematics.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
FALSE	1	152	14.6%	22.6%
MOSTLY FALSE	2	51	4.9%	5.4%
MORE FALSE THAN TRUE	3	76	7.3%	9.0%
MORE TRUE THAN FALSE	4	103	9.9%	14.8%
MOSTLY TRUE	5	116	11.1%	15.4%
TRUE	6	169	16.2%	32.8%
RESERVED CODES:				
MULTIPLE RESPONSE	96	2	.2%	(MISS)
MISSING	98	374	35.9%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 47K

Tape Pos. 307-308
Format: I2

F1D47K MAKES FRIENDS WITH GIRLS EASILY

I make friends easily with girls.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
FALSE	1	30	2.9%	4.2%
MOSTLY FALSE	2	30	2.9%	3.6%
MORE FALSE THAN TRUE	3	53	5.1%	6.3%
MORE TRUE THAN FALSE	4	110	10.5%	14.1%
MOSTLY TRUE	5	163	15.6%	24.5%
TRUE	6	283	27.1%	47.3%
RESERVED CODES:				
MULTIPLE RESPONSE	96	1	.1%	(MISS)
MISSING	98	373	35.8%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 47L

Tape Pos. 309-310
Format: I2

F1D47L MAKES FRIENDS WITH BOYS EASILY

I make friends easily with boys.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
FALSE	1	30	2.9%	5.2%
MOSTLY FALSE	2	33	3.2%	4.1%
MORE FALSE THAN TRUE	3	56	5.4%	7.4%
MORE TRUE THAN FALSE	4	99	9.5%	15.1%
MOSTLY TRUE	5	164	15.7%	20.6%
TRUE	6	287	27.5%	47.7%
RESERVED CODES:				
MULTIPLE RESPONSE	96	1	.1%	(MISS)
MISSING	98	373	35.8%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 47M

Tape Pos. 311-312
Format: I2

F1D47M R'S PARENTS ARE UNHAPPY WITH WHAT R DOES

My parents are usually unhappy or disappointed with what I do.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
FALSE	1	204	19.6%	35.5%
MOSTLY FALSE	2	99	9.5%	10.8%
MORE FALSE THAN TRUE	3	114	10.9%	20.2%
MORE TRUE THAN FALSE	4	102	9.8%	12.8%
MOSTLY TRUE	5	59	5.7%	7.5%
TRUE	6	89	8.5%	13.2%
RESERVED CODES:				
MISSING	98	376	36.0%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 47N

Tape Pos. 313-314
Format: I2

F1D47N R WAS HOPELESS IN ENGLISH CLASSES

I was hopeless in English classes.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
FALSE	1	258	24.7%	37.8%
MOSTLY FALSE	2	95	9.1%	13.4%
MORE FALSE THAN TRUE	3	131	12.6%	18.1%
MORE TRUE THAN FALSE	4	59	5.7%	8.1%
MOSTLY TRUE	5	45	4.3%	10.0%
TRUE	6	81	7.8%	12.7%
RESERVED CODES:				
MULTIPLE RESPONSE	96	1	.1%	(MISS)
MISSING	98	373	35.8%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 47O

Tape Pos. 315-316
Format: I2

F1D47O R DIDN'T GET ALONG WITH GIRLS VERY WELL

I do not get along very well with girls.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
FALSE	1	376	36.0%	49.5%
MOSTLY FALSE	2	114	10.9%	23.1%
MORE FALSE THAN TRUE	3	75	7.2%	11.3%
MORE TRUE THAN FALSE	4	56	5.4%	9.3%
MOSTLY TRUE	5	27	2.6%	3.2%
TRUE	6	21	2.0%	3.5%
RESERVED CODES:				
MISSING	98	374	35.9%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

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Question 47P

Tape Pos. 317-318
Format: I2

F1D47P R DIDN'T GET ALONG WITH BOYS VERY WELL

I do not get along very well with boys.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
FALSE	1	367	35.2%	47.4%
MOSTLY FALSE	2	128	12.3%	25.0%
MORE FALSE THAN TRUE	3	74	7.1%	12.0%
MORE TRUE THAN FALSE	4	48	4.6%	8.2%
MOSTLY TRUE	5	27	2.6%	3.8%
TRUE	6	24	2.3%	3.5%
RESERVED CODES:				
MISSING	98	375	36.0%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 47Q

Tape Pos. 319-320
Format: I2

F1D47Q R GOT GOOD MARKS IN MATHEMATICS

I got good marks in mathematics.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
FALSE	1	150	14.4%	17.2%
MOSTLY FALSE	2	54	5.2%	10.8%
MORE FALSE THAN TRUE	3	77	7.4%	9.8%
MORE TRUE THAN FALSE	4	105	10.1%	14.0%
MOSTLY TRUE	5	106	10.2%	15.4%
TRUE	6	172	16.5%	32.7%
RESERVED CODES:				
MISSING	98	379	36.3%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 47R

Tape Pos. 321-322
Format: I2

F1D47R DIFFICULTY WITH MEMBERS OF SAME SEX

It is difficult to make friends with members of my own sex.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
FALSE	1	354	33.9%	49.0%
MOSTLY FALSE	2	119	11.4%	15.5%
MORE FALSE THAN TRUE	3	83	8.0%	15.1%
MORE TRUE THAN FALSE	4	43	4.1%	4.8%
MOSTLY TRUE	5	35	3.4%	11.4%
TRUE	6	29	2.8%	4.0%
RESERVED CODES:				
MULTIPLE RESPONSE	96	3	.3%	(MISS)
MISSING	98	377	36.1%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 47S

Tape Pos. 323-324
Format: I2

F1D47S R DID BADLY IN TEST OF MATHEMATICS

I did badly in tests of mathematics.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
FALSE	1	224	21.5%	37.1%
MOSTLY FALSE	2	101	9.7%	19.9%
MORE FALSE THAN TRUE	3	115	11.0%	14.0%
MORE TRUE THAN FALSE	4	75	7.2%	9.8%
MOSTLY TRUE	5	44	4.2%	4.5%
TRUE	6	105	10.1%	14.7%
RESERVED CODES:				
MISSING	98	379	36.3%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 47T

Tape Pos. 325-326
Format: I2

F1D47T R NOT TOO POPULAR WITH OPPOSITE SEX

I'm not very popular with members of the opposite sex.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
FALSE	1	335	32.1%	51.1%
MOSTLY FALSE	2	126	12.1%	19.5%
MORE FALSE THAN TRUE	3	72	6.9%	8.3%
MORE TRUE THAN FALSE	4	56	5.4%	9.9%
MOSTLY TRUE	5	36	3.5%	4.6%
TRUE	6	41	3.9%	6.6%
RESERVED CODES:				
MISSING	98	377	36.1%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 47U

Tape Pos. 327-328
Format: I2

F1D47U R'S PARENTS UNDERSTAND R

My parents understand me.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
FALSE	1	80	7.7%	10.3%
MOSTLY FALSE	2	37	3.5%	4.1%
MORE FALSE THAN TRUE	3	88	8.4%	10.4%
MORE TRUE THAN FALSE	4	101	9.7%	17.1%
MOSTLY TRUE	5	119	11.4%	18.2%
TRUE	6	242	23.2%	39.8%
RESERVED CODES:				
MISSING	98	376	36.0%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 48

Think about how you see your future. What are the chances that ...

Question 48A

Tape Pos. 329-329
Format: I1

F1D48A CHANCES R WILL GRADUATE FROM HIGH SCHOOL

you will graduate from high school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY LOW	1	189	18.1%	28.9%
LOW	2	114	10.9%	15.4%
ABOUT FIFTY-FIFTY	3	158	15.1%	24.1%
HIGH	4	92	8.8%	14.5%
VERY HIGH	5	113	10.8%	17.2%
RESERVED CODES:				
MISSING	8	377	36.1%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 48B

Tape Pos. 330-330
Format: I1

F1D48B CHANCES R WILL GO TO COLLEGE

you will go to college?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY LOW	1	271	26.0%	35.1%
LOW	2	140	13.4%	25.2%
ABOUT FIFTY-FIFTY	3	136	13.0%	23.8%
HIGH	4	62	5.9%	6.7%
VERY HIGH	5	53	5.1%	9.2%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.1%	(MISS)
MISSING	8	380	36.4%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 48C

Tape Pos. 331-331
Format: I1

F1D48C CHANCES R WILL HAVE A WELL PAYING JOB

you will have a job that pays well?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY LOW	1	23	2.2%	2.3%
LOW	2	46	4.4%	5.1%
ABOUT FIFTY-FIFTY	3	269	25.8%	41.0%
HIGH	4	171	16.4%	26.9%
VERY HIGH	5	152	14.6%	24.7%
RESERVED CODES:				
MISSING	8	382	36.6%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 48D

Tape Pos. 332-332
Format: I1

F1D48D CHANCES R WILL BE ABLE TO OWN A HOME

you will be able to own your own home?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY LOW	1	34	3.3%	4.0%
LOW	2	62	5.9%	8.9%
ABOUT FIFTY-FIFTY	3	219	21.0%	32.8%
HIGH	4	187	17.9%	25.8%
VERY HIGH	5	160	15.3%	28.6%
RESERVED CODES:				
MISSING	8	381	36.5%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 48E

Tape Pos. 333-333
Format: I1

F1D48E CHANCES R WILL HAVE A JOB THAT HE ENJOYS

you will have a job that you enjoy doing?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY LOW	1	18	1.7%	1.6%
LOW	2	41	3.9%	6.1%
ABOUT FIFTY-FIFTY	3	183	17.5%	22.7%
HIGH	4	218	20.9%	34.8%
VERY HIGH	5	203	19.5%	34.8%
RESERVED CODES:				
MISSING	8	380	36.4%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 48F

Tape Pos. 334-334
Format: I1

F1D48F CHANCES R WILL HAVE A HAPPY FAMILY LIFE

you will have a happy family life?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY LOW	1	15	1.4%	2.4%
LOW	2	30	2.9%	4.0%
ABOUT FIFTY-FIFTY	3	146	14.0%	16.8%
HIGH	4	229	22.0%	37.6%
VERY HIGH	5	244	23.4%	39.1%
RESERVED CODES:				
MISSING	8	379	36.3%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

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Question 48G

Tape Pos. 335-335
Format: I1

F1D48G WILL BE IN GOOD HEALTH MOST OF THE TIME

you will stay in good health most of the time?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY LOW	1	13	1.2%	1.4%
LOW	2	32	3.1%	4.1%
ABOUT FIFTY-FIFTY	3	173	16.6%	26.3%
HIGH	4	236	22.6%	35.8%
VERY HIGH	5	212	20.3%	32.4%
RESERVED CODES:				
MISSING	8	377	36.1%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 48H

Tape Pos. 336-336
Format: I1

F1D48H BE ABLE TO LIVE ANYWHERE IN THE COUNTRY

you will be able to live wherever you want in the country?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY LOW	1	33	3.2%	3.7%
LOW	2	97	9.3%	14.5%
ABOUT FIFTY-FIFTY	3	210	20.1%	34.9%
HIGH	4	162	15.5%	20.8%
VERY HIGH	5	162	15.5%	26.1%
RESERVED CODES:				
REFUSAL	7	1	.1%	(MISS)
MISSING	8	378	36.2%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 48I

Tape Pos. 337-337
Format: I1

F1D48I R WILL BE RESPECTED IN THE COMMUNITY

you will be respected in your community?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY LOW	1	16	1.5%	1.5%
LOW	2	39	3.7%	4.9%
ABOUT FIFTY-FIFTY	3	210	20.1%	36.1%
HIGH	4	237	22.7%	28.0%
VERY HIGH	5	160	15.3%	29.6%
RESERVED CODES:				
MISSING	8	381	36.5%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 48J

Tape Pos. 338-338
Format: I1

F1D48J CHANCES R WILL HAVE GOOD FRIENDS

you will have good friends you can count on?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY LOW	1	13	1.2%	1.3%
LOW	2	36	3.5%	4.8%
ABOUT FIFTY-FIFTY	3	133	12.8%	18.1%
HIGH	4	238	22.8%	42.6%
VERY HIGH	5	245	23.5%	33.2%
RESERVED CODES:				
MISSING	8	378	36.2%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 48K

Tape Pos. 339-339
Format: I1

F1D48K LIFE WILL BE BETTER FOR R THAN PARENTS

life will turn out better for you than it has for your parents?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY LOW	1	19	1.8%	2.2%
LOW	2	43	4.1%	8.8%
ABOUT FIFTY-FIFTY	3	254	24.4%	42.2%
HIGH	4	190	18.2%	23.9%
VERY HIGH	5	155	14.9%	23.1%
RESERVED CODES:				
MISSING	8	382	36.6%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 48L

Tape Pos. 340-340
Format: I1

F1D48L R'S CHILDREN WILL HAVE A BETTER LIFE

your children will have a better life than you had?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY LOW	1	12	1.2%	3.4%
LOW	2	15	1.4%	1.9%
ABOUT FIFTY-FIFTY	3	134	12.8%	14.7%
HIGH	4	196	18.8%	36.6%
VERY HIGH	5	305	29.2%	43.3%
RESERVED CODES:				
MISSING	8	381	36.5%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

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THE FOLLOWING QUESTIONS ARE IMPORTANT TO UNDERSTAND HOW YOUR FRIENDSHIPS RELATE TO YOUR LIFE.

Question 49

Tape Pos. 341-341
Format: I1

F1D49 DOES R HAVE ANY CLOSE FRIENDS

Do you have any close friends?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	675	64.7%	91.3%
NO	2	76	7.3%	8.7%
RESERVED CODES:				
MISSING	8	292	28.0%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 50

Tape Pos. 342-342
Format: I1

F1D50 HAD SAME CLOSE FRIENDS IN EIGHTH GRADE

Were most of them your friends in the eighth grade?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	394	37.8%	63.0%
NO	2	273	26.2%	37.0%
RESERVED CODES:				
MISSING	8	300	28.8%	(MISS)
LEGITIMATE SKIP	9	76	7.3%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 51

Tape Pos. 343-343
Format: I1

F1D51 SCH FRIENDSHIPS CHANGED SINCE R LEFT SCH

How have these school friendships changed since you left school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
THINGS HAVEN'T CHANGED	1	163	15.6%	38.2%
I DON'T SEE THEM AS OFTEN	2	162	15.5%	46.7%
WE DON'T DO THE SAME TYPES OF THINGS	3	32	3.1%	8.1%
I DON'T SEE THEM AT ALL	4	31	3.0%	7.0%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2	.2%	(MISS)
MISSING	8	304	29.1%	(MISS)
LEGITIMATE SKIP	9	349	33.5%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 52

Tape Pos. 344-344
Format: I1

F1D52 HOW MANY FRIENDS DROPPED OUT OF SCHOOL

Altogether, how many of your close friends dropped out of school without graduating? (Do not include those who transferred to another school.)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE OF THEM	0	171	16.4%	26.7%
SOME OF THEM	1	419	40.2%	60.5%
MOST OF THEM	2	94	9.0%	11.6%
ALL OF THEM	3	12	1.2%	1.3%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.1%	(MISS)
REFUSAL	7	1	.1%	(MISS)
MISSING	8	269	25.8%	(MISS)
LEGITIMATE SKIP	9	76	7.3%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 53

Among your close friends, how important is it to ...

Question 53A

Tape Pos. 345-345
Format: I1

F1D53A IMPORTANT FRIENDS ATTEND CLASS REGULARLY

attend classes regularly?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	108	10.4%	14.7%
SOMEWHAT IMPORTANT	2	343	32.9%	53.5%
VERY IMPORTANT	3	207	19.8%	31.8%
RESERVED CODES:				
MISSING	8	309	29.6%	(MISS)
LEGITIMATE SKIP	9	76	7.3%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

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Question 53B

Tape Pos. 346-346
Format: I1

F1D53B IMPORTANT THAT FRIENDS STUDY

study?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	130	12.5%	22.2%
SOMEWHAT IMPORTANT	2	320	30.7%	43.1%
VERY IMPORTANT	3	208	19.9%	34.6%
RESERVED CODES:				
MISSING	8	309	29.6%	(MISS)
LEGITIMATE SKIP	9	76	7.3%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 53C

Tape Pos. 347-347
Format: I1

F1D53C IMPORTANT THAT FRIENDS PLAY SPORTS

play sports?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	251	24.1%	33.3%
SOMEWHAT IMPORTANT	2	257	24.6%	41.6%
VERY IMPORTANT	3	145	13.9%	25.1%
RESERVED CODES:				
MULTIPLE RESPONSE	6	2	.2%	(MISS)
MISSING	8	312	29.9%	(MISS)
LEGITIMATE SKIP	9	76	7.3%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 53D

Tape Pos. 348-348
Format: I1

F1D53D IMPORTANT THAT FRIENDS GET GOOD GRADES

get good grades?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	82	7.9%	11.3%
SOMEWHAT IMPORTANT	2	294	28.2%	44.3%
VERY IMPORTANT	3	276	26.5%	44.4%
RESERVED CODES:				
MULTIPLE RESPONSE	6	3	.3%	(MISS)
MISSING	8	312	29.9%	(MISS)
LEGITIMATE SKIP	9	76	7.3%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 53E

Tape Pos. 349-349
Format: I1

F1D53E IMPORTANT FOR FRIENDS TO BE POPULAR

be popular/well-liked?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	104	10.0%	14.2%
SOMEWHAT IMPORTANT	2	270	25.9%	36.7%
VERY IMPORTANT	3	280	26.8%	49.1%
RESERVED CODES:				
MISSING	8	313	30.0%	(MISS)
LEGITIMATE SKIP	9	76	7.3%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 53F

Tape Pos. 350-350
Format: I1

F1D53F IMPORTANT FOR FRIENDS TO FINISH HIGH SCH

finish high school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	66	6.3%	8.9%
SOMEWHAT IMPORTANT	2	241	23.1%	39.0%
VERY IMPORTANT	3	349	33.5%	52.1%
RESERVED CODES:				
MISSING	8	311	29.8%	(MISS)
LEGITIMATE SKIP	9	76	7.3%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 53G

Tape Pos. 351-351
Format: I1

F1D53G IMPORTANT FRIENDS HAVE BOY-GIRL FRIEND

have a steady boyfriend/girlfriend?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	112	10.7%	20.2%
SOMEWHAT IMPORTANT	2	287	27.5%	41.4%
VERY IMPORTANT	3	257	24.6%	38.4%
RESERVED CODES:				
MISSING	8	311	29.8%	(MISS)
LEGITIMATE SKIP	9	76	7.3%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

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Question 53H

Tape Pos. 352-352
Format: I1

F1D53H IMPORTANT FRIENDS BE WILLING TO PARTY

be willing to party, get wild?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	197	18.9%	26.1%
SOMEWHAT IMPORTANT	2	256	24.5%	40.2%
VERY IMPORTANT	3	200	19.2%	33.8%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.1%	(MISS)
MISSING	8	313	30.0%	(MISS)
LEGITIMATE SKIP	9	76	7.3%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 53I

Tape Pos. 353-353
Format: I1

F1D53I IMPORTANT FOR FRIENDS CONTINUE EDUCATION

continue their education past high school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	136	13.0%	24.9%
SOMEWHAT IMPORTANT	2	294	28.2%	41.8%
VERY IMPORTANT	3	224	21.5%	33.3%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.1%	(MISS)
MISSING	8	312	29.9%	(MISS)
LEGITIMATE SKIP	9	76	7.3%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 53J

Tape Pos. 354-354
Format: I1

F1D53J IMPORTANT FRIENDS INVOLVED IN RELIGION

participate in religious activities?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	362	34.7%	53.9%
SOMEWHAT IMPORTANT	2	222	21.3%	35.6%
VERY IMPORTANT	3	71	6.8%	10.5%
RESERVED CODES:				
MISSING	8	312	29.9%	(MISS)
LEGITIMATE SKIP	9	76	7.3%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 53K

Tape Pos. 355-355
Format: I1

F1D53K IMPORTANT FRIENDS DO COMMUNITY WORK

do community work or volunteering?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	399	38.3%	60.0%
SOMEWHAT IMPORTANT	2	209	20.0%	34.8%
VERY IMPORTANT	3	45	4.3%	5.2%
RESERVED CODES:				
MISSING	8	314	30.1%	(MISS)
LEGITIMATE SKIP	9	76	7.3%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 53L

Tape Pos. 356-356
Format: I1

F1D53L HOW IMPORTANT IS IT TO HAVE A STEADY JOB

have a steady job?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	49	4.7%	6.2%
SOMEWHAT IMPORTANT	2	225	21.6%	41.1%
VERY IMPORTANT	3	383	36.7%	52.7%
RESERVED CODES:				
MISSING	8	310	29.7%	(MISS)
LEGITIMATE SKIP	9	76	7.3%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 54

Tape Pos. 357-357
Format: I1

F1D54 HAS R MADE NEW FRIENDS SINCE R LEFT SCH

Since you left school, have you made new friends?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, NONE OF THEM ARE IN SCHOOL	1	184	17.6%	25.5%
YES, AND SOME OF THEM ARE IN SCHOOL	2	268	25.7%	35.5%
YES, AND MOST OF THEM ARE IN SCHOOL	3	129	12.4%	18.4%
YES, AND ALL OF THEM ARE IN SCHOOL	4	47	4.5%	6.1%
NO, I HAVE NOT MADE ANY NEW FRIENDS SINCE I LEFT SCHOOL	5	120	11.5%	14.5%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.1%	(MISS)
MISSING	8	294	28.2%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

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Question 55

Tape Pos. 358-358
Format: I1

F1D55 FRIENDS IN SCH/OUT DO THINGS TOGETHER

Do your friends who are in school and the ones who are no longer in school ever do things together?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO, NEVER	1	88	8.4%	12.1%
YES, SOMETIMES	2	343	32.9%	61.0%
YES, A LOT	3	185	17.7%	26.9%
RESERVED CODES:				
MISSING	8	307	29.4%	(MISS)
LEGITIMATE SKIP	9	120	11.5%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 56

Tape Pos. 359-359
Format: I1

F1D56 HOW MANY OF R'S FRIENDS BELONG TO A GANG

How many of your friends belong to a gang?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE OF THEM	0	597	57.2%	83.0%
SOME OF THEM	1	108	10.4%	11.4%
MOST OF THEM	2	40	3.8%	5.6%
RESERVED CODES:				
MISSING	8	298	28.6%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 57

Tape Pos. 360-360
Format: I1

F1D57 DOES R BELONG TO A GANG?

Do you belong to a gang?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	50	4.8%	6.2%
NO	2	698	66.9%	93.8%
RESERVED CODES:				
MISSING	8	295	28.3%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 58

Think about the people with whom you spend most of your time. What age group are they in?

Question 58A

Tape Pos. 361-361
Format: I1

F1D58A R SPENT TIME WTH PEOPLE 13YRS OR YOUNGER

13 or younger.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	52	5.0%	5.3%
DOES NOT APPLY		699	67.0%	94.7%
RESERVED CODES:				
MISSING	8	292	28.0%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 58B

Tape Pos. 362-362
Format: I1

F1D58B R SPENT TIME WITH PEOPLE 14-15 YEARS OLD

14-15 years old.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	139	13.3%	20.8%
DOES NOT APPLY	2	612	58.7%	79.2%
RESERVED CODES:				
MISSING	8	292	28.0%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 58C

Tape Pos. 363-363
Format: I1

F1D58C R SPENT TIME WITH PEOPLE 16-17 YEARS OLD

16-17 years old.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	445	42.7%	59.3%
DOES NOT APPLY	2	306	29.3%	40.7%
RESERVED CODES:				
MISSING	8	292	28.0%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 58D

Tape Pos. 364-364
Format: I1

F1D58D R SPENT TIME WITH PEOPLE 18-19 YEARS OLD

18-19 years old.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	498	47.7%	63.7%
DOES NOT APPLY	2	253	24.3%	36.3%
RESERVED CODES:				
MISSING	8	292	28.0%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 58E

Tape Pos. 365-365
Format: I1

F1D58E R SPENT TIME WITH PEOPLE 20-21 YEARS OLD

20-21 years old.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	306	29.3%	40.3%
DOES NOT APPLY	2	445	42.7%	59.7%
RESERVED CODES:				
MISSING	8	292	28.0%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 58F

Tape Pos. 366-366
Format: I1

F1D58F R SPENT TIME WITH PEOPLE 22-25 YEARS OLD

22-25 years old.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	198	19.0%	30.5%
DOES NOT APPLY	2	553	53.0%	69.5%
RESERVED CODES:				
MISSING	8	292	28.0%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 58G

Tape Pos. 367-367
Format: I1

F1D58G R SPENT TIME WITH PEOPLE 26 AND OLDER

26 and older.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	150	14.4%	23.2%
DOES NOT APPLY	2	601	57.6%	76.8%
RESERVED CODES:				
MISSING	8	292	28.0%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 59

Of all the people you know personally, young or adult, think about the person you admire the most. How would you describe this person?

Question 59A

Tape Pos. 368-368
Format: I1

F1D59A PERSON I ADMIRE THE MOST IS POPULAR

This person is popular.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	324	31.1%	44.3%
DOES NOT APPLY	2	422	40.5%	55.7%
RESERVED CODES:				
MISSING	8	297	28.5%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 59B

Tape Pos. 369-369
Format: I1

F1D59B PERSON I ADMIRE THE MOST IS HONEST

This person is honest.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	495	47.5%	69.3%
DOES NOT APPLY	2	251	24.1%	30.7%
RESERVED CODES:				
MISSING	8	297	28.5%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

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Question 59C

Tape Pos. 370-370
Format: I1

F1D59C PERSON I ADMIRE THE MOST DRESSES WELL

This person dresses well.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	464	44.5%	65.2%
DOES NOT APPLY	2	282	27.0%	34.8%
RESERVED CODES:				
MISSING	8	297	28.5%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 59D

Tape Pos. 371-371
Format: I1

F1D59D PERSON I ADMIRE THE MOST IS INTELLIGENT

This person is intelligent.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	429	41.1%	64.0%
DOES NOT APPLY	2	317	30.4%	36.0%
RESERVED CODES:				
MISSING	8	297	28.5%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 59E

Tape Pos. 372-372
Format: I1

F1D59E PERSON I ADMIRE THE MOST UNDERSTANDS ME

This person understands me.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	552	52.9%	71.5%
DOES NOT APPLY	2	194	18.6%	28.5%
RESERVED CODES:				
MISSING	8	297	28.5%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 59F

Tape Pos. 373-373
Format: I1

F1D59F PERSON ADMIRE THE MOST DRIVES A NICE CAR

This person drives a nice car.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	244	23.4%	30.6%
DOES NOT APPLY	2	502	48.1%	69.4%
RESERVED CODES:				
MISSING	8	297	28.5%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 59G

Tape Pos. 374-374
Format: I1

F1D59G PERSON I ADMIRE THE MOST HAS A JOB

This person has a job.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	421	40.4%	58.2%
DOES NOT APPLY	2	325	31.2%	41.8%
RESERVED CODES:				
MISSING	8	297	28.5%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 59H

Tape Pos. 375-375
Format: I1

F1D59H PERSON I ADMIRE MOST MAKES LOTS OF MONEY

This person makes a lot of money.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	190	18.2%	26.7%
DOES NOT APPLY	2	556	53.3%	73.3%
RESERVED CODES:				
MISSING	8	297	28.5%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

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Question 59I

Tape Pos. 376-376
Format: I1

F1D59I PERSON I ADMIRE MOST IS GOOD AT SPORTS

This person is good at sports.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES........................	1	226	21.7%	33.0%
DOES NOT APPLY................	2	520	49.9%	67.0%
RESERVED CODES:				
MISSING......................	8	297	28.5%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 59J

Tape Pos. 377-377
Format: I1

F1D59J PERSON I ADMIRE MOST THINKS LIKE I DO

This person thinks about important things the way I do.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES........................	1	458	43.9%	64.8%
DOES NOT APPLY................	2	288	27.6%	35.2%
RESERVED CODES:				
MISSING......................	8	297	28.5%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 59K

Tape Pos. 378-378
Format: I1

F1D59K R DOSEN'T ADMIRE ANYONE

I do not admire anyone.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES........................	1	74	7.1%	7.6%
DOES NOT APPLY................	2	672	64.4%	92.4%
RESERVED CODES:				
MISSING......................	8	297	28.5%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 60

Tape Pos. 379-380
Format: I2

F1D60 WHAT IS AGE/RELATIONSHIP OF THAT PERSON

What is your relationship to that person and what is his or her age?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
MOTHER OR FATHER 26 OR OLDER..	1	56	5.4%	17.7%
A FRIEND 15 OR YOUNGER.........	2	15	1.4%	1.8%
A FRIEND 16-19 YEARS OLD.......	3	230	22.1%	31.8%
A FRIEND 20-25 YEARS OLD......	4	91	8.7%	15.3%
A FRIEND 26 OR OLDER..........	5	31	3.0%	4.7%
A RELATIVE 15 OR YOUNGER......	6	3	.3%	.9%
A RELATIVE 16-19 YEARS OLD....	7	18	1.7%	2.0%
A RELATIVE 20-25 YEARS OLD....	8	36	3.5%	5.7%
RELATIVE 26 OR OLDER..........	9	33	3.2%	4.7%
OTHER 15 OR YOUNGER...........	10	3	.3%	.6%
OTHER 16-19 YEARS OLD.........	11	49	4.7%	7.3%
OTHER 20-25 YEARS OLD.........	12	32	3.1%	6.4%
OTHER 26 OR OLDER.............	13	10	1.0%	1.2%
RESERVED CODES:				
MULTIPLE RESPONSE...........	96	38	3.6%	(MISS)
MISSING......................	98	324	31.1%	(MISS)
LEGITIMATE SKIP.............	99	74	7.1%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

QUESTIONS 61-65, LIKE ALL ITEMS IN THIS QUESTIONNAIRE, ARE VOLUNTARY. WE HOPE YOU WILL ANSWER EVERY QUESTION, BUT YOU MAY SKIP ANY QUESTION YOU DO NOT WISH TO ANSWER. THE FOLLOWING QUESTIONS ARE IMPORTANT TO UNDERSTAND HOW YOUR RELATIONSHIPS RELATE TO YOUR OTHER IN-SCHOOL AND OUT-OF-SCHOOL EXPERIENCES.

Question 61

Tape Pos. 381-381
Format: I1

F1D61 IMPORTANT TO MARRY BEFORE HAVING SEX

Do you think it is important to be married before having sexual intercourse?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT.................	1	361	34.6%	52.6%
SOMEWHAT IMPORTANT............	2	235	22.5%	29.9%
VERY IMPORTANT................	3	148	14.2%	17.5%
RESERVED CODES:				
MISSING......................	8	299	28.7%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

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Question 62

Tape Pos. 382-382
Format: I1

F1D62 CONSIDER HAVING CHILD AND NOT BE MARRIED

Would you consider having a child if you weren't married?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	188	18.0%	22.5%
MAYBE	2	176	16.9%	24.2%
NO	3	322	30.9%	41.2%
DON'T KNOW	4	57	5.5%	12.0%
RESERVED CODES:				
MISSING	8	300	28.8%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 63

Tape Pos. 383-383
Format: I1

F1D63 DO YOU HAVE ANY CHILDREN OF YOUR OWN

Do you have any children of your own?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, I DO	1	180	17.3%	18.1%
NO, I DON'T	2	768	73.6%	73.0%
NO, BUT EXPECTING	3	89	8.5%	8.9%
RESERVED CODES:				
REFUSAL	7	1	.1%	(MISS)
MISSING	8	5	.5%	(MISS)
TOTALS:		1043	100.0%	100.0%

Question 63A

If you have children, what are their birthdates?

Question 630MO

Tape Pos. 384-385
Format: I2

F1D630MO MONTH OF OLDEST CHILD BIRTHDATE

Month oldest/only child born.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
JANUARY	1	15	1.4%	9.7%
FEBRUARY	2	10	1.0%	13.8%
MARCH	3	15	1.4%	11.0%
APRIL	4	7	.7%	9.7%
MAY	5	6	.6%	3.8%
JUNE	6	8	.8%	6.1%
JULY	7	5	.5%	3.4%
AUGUST	8	14	1.3%	20.4%
SEPTEMBER	9	3	.3%	2.1%
OCTOBER	10	5	.5%	2.4%
NOVEMBER	11	9	.9%	5.3%
DECEMBER	12	10	1.0%	12.3%
RESERVED CODES:				
MISSING	98	283	27.1%	(MISS)
LEGITIMATE SKIP	99	653	62.6%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 630DA

Tape Pos. 386-387
Format: I2

F1D630DA DAY OF OLDEST CHILD BIRTHDATE

Day oldest/only child born.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	1	3	.3%	2.0%
	2	6	.6%	14.3%
	3	3	.3%	1.9%
	4	5	.5%	4.2%
	5	5	.5%	3.3%
	6	3	.3%	1.9%
	7	5	.5%	3.0%
	8	5	.5%	5.4%
	9	1	.1%	1.8%
	10	4	.4%	2.9%
	11	1	.1%	1.2%
	12	5	.5%	6.0%
	13	1	.1%	1.0%
	14	5	.5%	7.3%
	15	5	.5%	3.3%
	16	1	.1%	.5%
	17	3	.3%	3.9%
	18	3	.3%	1.6%
	19	3	.3%	2.2%
	20	2	.2%	1.5%
	21	2	.2%	1.5%
	22	7	.7%	4.6%
	23	2	.2%	1.5%
	24	1	.1%	.3%
	25	5	.5%	6.0%
	26	1	.1%	.8%
	27	3	.3%	8.3%
	28	4	.4%	2.3%
	29	1	.1%	1.2%
	30	4	.4%	2.4%
	31	4	.4%	2.0%
RESERVED CODES:				
MISSING	98	287	27.5%	(MISS)
LEGITIMATE SKIP	99	653	62.6%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 630YR

Tape Pos. 388-389
Format: I2

F1D630YR YEAR OF OLDEST CHILD BIRTHDATE

Year oldest/only child born.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
1985	85	3	.3%	1.7%
1986	86	2	.2%	.8%
1987	87	3	.3%	7.9%
1988	88	14	1.3%	16.9%
1989	89	48	4.6%	40.8%
1990	90	37	3.5%	31.9%
RESERVED CODES:				
MISSING	98	283	27.1%	(MISS)
LEGITIMATE SKIP	99	653	62.6%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Youngest child ....

Question 63YMO

Tape Pos. 390-391
Format: I2

F1D63YMO MONTH OF YOUNGEST CHILD BIRTHDATE

Month youngest child born.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
JANUARY	1	2	.2%	18.4%
FEBRUARY	2	1	.1%	6.6%
MARCH	3	1	.1%	4.3%
MAY	5	1	.1%	9.1%
JUNE	6	2	.2%	14.7%
AUGUST	8	2	.2%	22.2%
OCTOBER	10	2	.2%	20.2%
DECEMBER	12	1	.1%	4.5%
RESERVED CODES:				
MISSING	98	271	26.0%	(MISS)
LEGITIMATE SKIP	99	760	72.9%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 63YDA

Tape Pos. 392-393
Format: I2

F1D63YDA DAY OF YOUNGEST CHILD BIRTHDATE

Day youngest child born.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	5	1	.1%	12.4%
	6	1	.1%	6.6%
	11	1	.1%	4.5%
	13	1	.1%	9.0%
	14	1	.1%	6.0%
	16	1	.1%	10.1%
	21	1	.1%	4.3%
	22	1	.1%	10.0%
	27	1	.1%	5.8%
	28	2	.2%	18.5%
	29	1	.1%	12.8%
RESERVED CODES:				
MISSING	98	271	26.0%	(MISS)
LEGITIMATE SKIP	99	760	72.9%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 63YYR

Tape Pos. 394-395
Format: I2

F1D63YYR YEAR OF YOUNGEST CHILD BIRTHDATE

Year youngest child born.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
"1989"	89	8	.8%	74.0%
1990	90	4	.4%	26.0%
RESERVED CODES:				
MISSING	98	271	26.0%	(MISS)
LEGITIMATE SKIP	99	760	72.9%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 63B

Tape Pos. 396-396
Format: I1

F1D63B DOES YOUR CHILD (CHILDREN) LIVE WITH YOU

Does your child (children) live with you?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO, LIVES WITH MY PARENTS	1	7	.7%	5.2%
NO, LIVES WITH OTHER RELATIVES	2	13	1.2%	8.8%
NO, LIVES WITH ADOPTIVE PARENTS	3	2	.2%	1.5%
YES	4	98	9.4%	84.6%
RESERVED CODES:				
MISSING	8	270	25.9%	(MISS)
LEGITIMATE SKIP	9	653	62.6%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 64

Tape Pos. 397-398
Format: I2

F1D64 RELATIONSHIP OF PERSON R HAS CHILD WITH

Which of the following is true about your relationship with the father/mother of your child (children)?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
WE ARE MARRIED AND LIVING TOGETHER	1	31	3.0%	18.8%
WE ARE MARRIED AND NOT LIVING TOGETHER	2	2	.2%	1.4%
WE ARE LIVING TOGETHER BUT NOT MARRIED	3	21	2.0%	20.0%
WE ARE DATING	4	18	1.7%	29.0%
I AM WIDOWED	5	2	.2%	1.0%
WE SEE EACH OTHER OCCASIONALLY	6	25	2.4%	17.8%
WE DON'T SEE EACH OTHER ANY MORE	7	18	1.7%	12.0%
RESERVED CODES:				
MULTIPLE RESPONSE	96	3	.3%	(MISS)
MISSING	98	270	25.9%	(MISS)
LEGITIMATE SKIP	99	653	62.6%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 65

How often do the following people help care for your child (children)?

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QUESTIONNAIRE FIRST FOLLOW-UP NELS:88

Question 65A

Tape Pos. 399-399
Format: I1

F1D65A OTHER PARENT CARE FOR R'S CHILD

The child's (children's) other parent.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	0	20	1.9%	14.4%
SOME OF THE TIME	1	25	2.4%	21.6%
MOST OF THE TIME	2	65	6.2%	64.0%
RESERVED CODES:				
MISSING	8	280	26.8%	(MISS)
LEGITIMATE SKIP	9	653	62.6%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 65B

Tape Pos. 400-400
Format: I1

F1D65B GRANDPARENT CARE FOR R'S CHILD

The child's (children's) grandparent.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	0	11	1.1%	7.7%
SOME OF THE TIME	1	50	4.8%	50.8%
MOST OF THE TIME	2	52	5.0%	41.5%
RESERVED CODES:				
MISSING	8	277	26.6%	(MISS)
LEGITIMATE SKIP	9	653	62.6%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 65C

Tape Pos. 401-401
Format: I1

F1D65C ANOTHER RELATIVE CARES FOR R'S CHILD

Another relative (sister, uncle, aunt, cousin).

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	0	26	2.5%	24.7%
SOME OF THE TIME	1	56	5.4%	55.9%
MOST OF THE TIME	2	29	2.8%	19.4%
RESERVED CODES:				
MISSING	8	279	26.7%	(MISS)
LEGITIMATE SKIP	9	653	62.6%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 65D

Tape Pos. 402-402
Format: I1

F1D65D A FRIEND CARES FOR R'S CHILD

A friend.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	0	58	5.6%	63.3%
SOME OF THE TIME	1	42	4.0%	29.1%
MOST OF THE TIME	2	10	1.0%	7.7%
RESERVED CODES:				
MISSING	8	280	26.8%	(MISS)
LEGITIMATE SKIP	9	653	62.6%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 65E

Tape Pos. 403-403
Format: I1

F1D65E A NEIGHBOR CARES FOR R'S CHILD

A neighbor.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	0	90	8.6%	84.9%
SOME OF THE TIME	1	17	1.6%	13.3%
MOST OF THE TIME	2	3	.3%	1.8%
RESERVED CODES:				
MISSING	8	280	26.8%	(MISS)
LEGITIMATE SKIP	9	653	62.6%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 65F

Tape Pos. 404-404
Format: I1

F1D65F DAY CARE CENTER CARES FOR R'S CHILD

A day care center or preschool.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	0	103	9.9%	94.5%
SOME OF THE TIME	1	1	.1%	.7%
MOST OF THE TIME	2	7	.7%	4.8%
RESERVED CODES:				
MISSING	8	279	26.7%	(MISS)
LEGITIMATE SKIP	9	653	62.6%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 65G

Tape Pos. 405-405
Format: I1

F1D65G I TAKE CARE OF MY CHILD MYSELF

I take care of my child (children) myself.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	0	8	.8%	6.7%
SOME OF THE TIME	1	26	2.5%	23.4%
MOST OF THE TIME	2	80	7.7%	69.9%
RESERVED CODES:				
MISSING	8	276	26.5%	(MISS)
LEGITIMATE SKIP	9	653	62.6%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

QUESTIONS 66 THROUGH 69 ARE VOLUNTARY. WE HOPE YOU WILL ANSWER EVERY QUESTION, BUT YOU MAY SKIP ANY QUESTION YOU DO NOT WISH TO ANSWER.

Question 66

Tape Pos. 406-407
Format: I2

F1D66 HOW MANY CIGARETTES USUALLY SMOKE A DAY

How many cigarettes do you usually smoke in a day?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DON'T SMOKE AT ALL	0	368	35.3%	53.0%
LESS THAN 1 CIGARETTE PER DAY.	1	22	2.1%	2.7%
1 TO 5 CIGARETTES A DAY	2	67	6.4%	7.8%
ABOUT 1/2 PACK A DAY	3	135	12.9%	16.0%
MORE THAN 1/2 PACK BUT LESS THAN 2 PACKS A DAY	4	145	13.9%	18.2%
TWO PACKS A DAY OR MORE	5	17	1.6%	2.3%
RESERVED CODES:				
MISSING	98	289	27.7%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

NEXT WE WANT TO ASK YOU ABOUT DRINKING ALCOHOLIC BEVERAGES INCLUDING BEER, WINE, WINE COOLERS, AND LIQUOR.

Question 67

On how many occasions (if any) have you had alcoholic beverages to drink?

Question 67A

Tape Pos. 408-408
Format: I1

F1D67A DURING LIFETIME R HAD ANY ALCOHOLIC BEVG

In your lifetime.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 OCCASIONS	0	105	10.1%	14.6%
1-2 OCCASIONS	1	130	12.5%	16.4%
3-19 OCCASIONS	2	192	18.4%	28.0%
20+ OCCASIONS	3	278	26.7%	41.0%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.1%	(MISS)
MISSING	8	337	32.3%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 67B

Tape Pos. 409-409
Format: I1

F1D67B DURING LAST 12 MONTHS HAD ALCOHOLIC BEVG

During the last 12 months.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 OCCASIONS	0	187	17.9%	27.2%
1-2 OCCASIONS	1	159	15.2%	25.7%
3-19 OCCASIONS	2	207	19.8%	30.6%
20+ OCCASIONS	3	126	12.1%	16.5%
RESERVED CODES:				
MISSING	8	351	33.7%	(MISS)
LEGITIMATE SKIP	9	13	1.2%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 67C

Tape Pos. 410-410
Format: I1

F1D67C LAST 30 DAYS HAD ALCOHOLIC BEVERAGE

During the last 30 days.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 OCCASIONS	0	374	35.9%	56.6%
1-2 OCCASIONS	1	144	13.8%	24.4%
3-19 OCCASIONS	2	120	11.5%	15.1%
20+ OCCASIONS	3	36	3.5%	3.9%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.1%	(MISS)
MISSING	8	355	34.0%	(MISS)
LEGITIMATE SKIP	9	13	1.2%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

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Question 68

Tape Pos. 411-412
Format: I2

F1D68 AMT OF TIMES R HAD 5 DRINKS OR MORE

Think back over the LAST TWO WEEKS. How many times have you had five or more drinks in a row? (A drink is a glass of wine, a bottle of beer, a shot glass of liquor, or a mixed drink.)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	492	47.2%	66.2%
ONCE	1	72	6.9%	12.0%
TWICE	2	60	5.8%	8.0%
THREE TO FIVE TIMES	3	60	5.8%	7.9%
SIX TO NINE TIMES	4	24	2.3%	2.5%
TEN OR MORE TIMES	5	33	3.2%	3.4%
RESERVED CODES:				
MISSING	98	302	29.0%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 69A

On how many occasions (if any) have you used marijuana (grass, pot) or hashish (hash, hash oil)?

Question 69AA

Tape Pos. 413-413
Format: I1

F1D69AA IN R LIFETIME HOW OFTEN R USED MARIJUANA

In your lifetime.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 OCCASIONS	0	408	39.1%	62.2%
1-2 OCCASIONS	1	120	11.5%	14.6%
3-19 OCCASIONS	2	70	6.7%	7.7%
20+ OCCASIONS	3	121	11.6%	15.5%
RESERVED CODES:				
MISSING	8	324	31.1%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 69AB

Tape Pos. 414-414
Format: I1

F1D69AB DURNG LAST 12 MONTHS, USED ANY MARIJUANA

During the last 12 months.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 OCCASIONS	0	469	45.0%	76.4%
1-2 OCCASIONS	1	71	6.8%	10.7%
3-19 OCCASIONS	2	55	5.3%	6.3%
20+ OCCASIONS	3	57	5.5%	6.6%
RESERVED CODES:				
REFUSAL	7	1	.1%	(MISS)
MISSING	8	334	32.0%	(MISS)
LEGITIMATE SKIP	9	56	5.4%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 69AC

Tape Pos. 415-415
Format: I1

F1D69AC DURING LAST 30 DAYS, USED ANY MARIJUANA

During the last 30 days.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 OCCASIONS	0	559	53.6%	87.0%
1-2 OCCASIONS	1	37	3.5%	4.3%
3-19 OCCASIONS	2	38	3.6%	4.3%
20+ OCCASIONS	3	21	2.0%	4.5%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.1%	(MISS)
MISSING	8	331	31.7%	(MISS)
LEGITIMATE SKIP	9	56	5.4%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 69B

On how many occasions (if any) have you taken cocaine in any form (including 'crack')?

Question 69BA

Tape Pos. 416-416
Format: I1

F1D69BA DURING R LIFETIME DID R USED ANY COCAINE

In your lifetime.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 OCCASIONS	0	639	61.3%	90.0%
1-2 OCCASIONS	1	51	4.9%	6.1%
3-19 OCCASIONS	2	23	2.2%	2.3%
20+ OCCASIONS	3	15	1.4%	1.6%
RESERVED CODES:				
MISSING	8	315	30.2%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 69BB

Tape Pos. 417-417
Format: I1

F1D69BB DURING LAST 12 MONTHS R USED ANY COCAINE

During the last 12 months.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 OCCASIONS	0	605	58.0%	94.5%
1-2 OCCASIONS	1	29	2.8%	3.0%
3-19 OCCASIONS	2	15	1.4%	1.6%
20+ OCCASIONS	3	7	.7%	.8%
RESERVED CODES:				
MISSING	8	313	30.0%	(MISS)
LEGITIMATE SKIP	9	74	7.1%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 69BC

Tape Pos. 418-418
Format: I1

F1D69BC DURING LAST 30 DAYS R USED ANY COCAINE

During the last 30 days.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 OCCASIONS	0	634	60.8%	98.0%
1-2 OCCASIONS	1	11	1.1%	1.3%
3-19 OCCASIONS	2	4	.4%	.4%
20+ OCCASIONS	3	3	.3%	.4%
RESERVED CODES:				
MISSING	8	317	30.4%	(MISS)
LEGITIMATE SKIP	9	74	7.1%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

VI. BACKGROUND INFORMATION

NOTE: The following three questions pertain to fundamental freedoms of expression. These questions will provide helpful information for the interpretation of survey results. We hope you will answer every question, but you may skip any question you do not wish to answer.

Question 70

Tape Pos. 419-420
Format: I2

F1D70 WHAT IS R'S RELIGIOUS BACKGROUND

What is your religious background?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
BAPTIST	1	235	22.5%	33.8%
METHODIST	2	25	2.4%	3.0%
LUTHERAN	3	15	1.4%	1.6%
PRESBYTERIAN	4	6	.6%	.7%
EPISCOPAL	5	5	.5%	.4%
PENTECOSTAL	6	47	4.5%	5.1%
OTHER PROTESTANT	7	8	.8%	.6%
ROMAN CATHOLIC	8	151	14.5%	17.3%
EASTERN ORTHODOX	9	2	.2%	.2%
MORMON	10	6	.6%	.7%
OTHER CHRISTIAN	11	40	3.8%	7.9%
JEWISH	12	5	.5%	.6%
MOSLEM	13	1	.1%	.2%
EASTERN RELIGION (BUDDHIST, HINDU, TAO)	14	1	.1%	.0%
OTHER RELIGION	15	55	5.3%	6.5%
NONE	16	136	13.0%	21.3%
RESERVED CODES:				
MULTIPLE RESPONSE	96	5	.5%	(MISS)
REFUSAL	97	1	.1%	(MISS)
MISSING	98	299	28.7%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 71

Tape Pos. 421-422
Format: I2

F1D71 OFTEN ATTEND RELIGIOUS SERVICES PAST YR

In the past year, about how often have you attended religious services?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
MORE THAN ONCE A WEEK	1	65	6.2%	8.3%
ABOUT ONCE A WEEK	2	99	9.5%	15.3%
TWO OR THREE TIMES A MONTH	3	66	6.3%	8.0%
ABOUT ONCE A MONTH	4	64	6.1%	10.9%
SEVERAL TIMES A YEAR OR LESS	5	177	17.0%	18.5%
NOT AT ALL	6	279	26.7%	39.0%
RESERVED CODES:				
MISSING	98	293	28.1%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

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QUESTIONNAIRE FIRST FOLLOW-UP NELS:88

Question 72

Tape Pos. 423-423
Format: I1

F1D72 THINK OF YOURSELF AS A RELIGIOUS PERSON

Do you think of yourself as a religious person?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, VERY	1	58	5.6%	9.7%
YES, SOMEWHAT	2	390	37.4%	55.0%
NO, NOT AT ALL	3	298	28.6%	35.4%
RESERVED CODES:				
MISSING	8	297	28.5%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

VII. MONEY AND WORK

Question 73

Tape Pos. 424-424
Format: I1

F1D73 CURRENTLY EMPLOYED OR EVER BEEN EMPLOYED

Are you currently working or have you ever had a job?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER WORKED	1	154	14.8%	16.5%
NOT WORKING NOW BUT WORKED BEFORE	2	458	43.9%	47.8%
CURRENTLY WORKING	3	412	39.5%	35.7%
RESERVED CODES:				
MISSING	8	19	1.8%	(MISS)
TOTALS:		1043	100.0%	100.0%

Question 74

Tape Pos. 425-425
Format: I1

F1D74 # OF HOURS R WORKS A WEEK AT CURRENT JOB

How many hours do you usually work each week at your current job?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0-10 HOURS A WEEK	1	33	3.2%	7.7%
11-20 HOURS A WEEK	2	48	4.6%	10.5%
21-30 HOURS A WEEK	3	66	6.3%	19.5%
31-40 HOURS A WEEK	4	142	13.6%	33.6%
OVER 40 HOURS A WEEK	5	136	13.0%	28.7%
RESERVED CODES:				
REFUSAL	7	2	.2%	(MISS)
MISSING	8	4	.4%	(MISS)
LEGITIMATE SKIP	9	612	58.7%	(MISS)
TOTALS:		1043	100.0%	100.0%

Question 75

Tape Pos. 426-427
Format: I2

F1D75 HOW MANY HOURS R WORK ON THE WEEKEND

How many of these hours are on the weekend (Saturday or Sunday)?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 HOURS ON WEEKENDS	0	92	8.8%	27.1%
1-5 HOURS ON WEEKENDS	1	45	4.3%	12.4%
6-10 HOURS ON WEEKENDS	2	87	8.3%	29.4%
11-15 HOURS ON WEEKENDS	3	42	4.0%	18.8%
16-20 HOURS ON WEEKENDS	4	35	3.4%	9.7%
OVER 20 HOURS ON WEEKENDS	5	10	1.0%	2.6%
RESERVED CODES:				
MULTIPLE RESPONSE	96	1	.1%	(MISS)
MISSING	98	281	26.9%	(MISS)
LEGITIMATE SKIP	99	450	43.1%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 76

Tape Pos. 428-429
Format: I2

F1D76 KIND OF WORK R DOES ON CURRENT JOB

What kind of work do/did you do for pay on your current or most recent job? (Do not include work around the house. If more than one kind of work, choose the one that paid you the most per hour.)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
LAWN WORK OR ODD JOBS	1	18	1.7%	2.9%
FAST FOOD WORKER	2	120	11.5%	19.1%
WAITER OR WAITRESS	3	35	3.4%	8.3%
NEWPAPER ROUTE	4	4	.4%	1.0%
BABYSIT/CHILD CARE	5	45	4.3%	6.1%
CAMP COUNSELOR OR LIFE GUARD	6	3	.3%	.4%
FARM WORKER	7	31	3.0%	10.1%
FACTORY WORKER	8	39	3.7%	5.0%
MANUAL LABORER	9	62	5.9%	8.4%
STORE CLERK	10	64	6.1%	9.7%
HOUSE CLEANING	11	10	1.0%	2.1%
CONSTRUCTION WORK	12	44	4.2%	5.3%
OFFICE/CLERICAL WORK	13	16	1.5%	2.6%
HOSPITAL OR HEALTH WORKER	14	8	.8%	1.0%
OTHER	15	138	13.2%	17.9%
RESERVED CODES:				
MULTIPLE RESPONSE	96	20	1.9%	(MISS)
MISSING	98	267	25.6%	(MISS)
LEGITIMATE SKIP	99	119	11.4%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 77

Tape Pos. 430-431
Format: I2

F1D77 HOW MUCH R EARN PER HOUR ON CURRENT JOB

How much do/did you earn per hour on your current or most recent job?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
LESS THAN $2.50 HOUR	1	48	4.6%	4.7%
$2.50 TO $3.34	2	34	3.3%	3.3%
$3.35 TO $3.99	3	228	21.9%	30.4%
$4.00 TO $4.99	4	248	23.8%	24.9%
$5.00 TO $5.99	5	160	15.3%	23.0%
$6.00 TO $6.99	6	58	5.6%	6.4%
$7.00 TO $7.99	7	25	2.4%	2.3%
$8.00 TO $9.99	8	25	2.4%	2.8%
$10.00 PER HOUR/MORE	9	24	2.3%	2.1%
RESERVED CODES:				
MULTIPLE RESPONSE	96	4	.4%	(MISS)
REFUSAL	97	7	.7%	(MISS)
MISSING	98	28	2.7%	(MISS)
LEGITIMATE SKIP	99	154	14.8%	(MISS)
TOTALS:		1043	100.0%	100.0%

Question 78

Tape Pos. 432-437
Format: R6.2

F1D78 HOW MUCH MONEY R MAKE IN AN AVERAGE WEEK

How much money do/did you make in an average week?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
.00 TO 8000.72	1.00	598	57.3%	100.0%
RESERVED CODES:				
MISSING	9999.98	326	31.3%	(MISS)
LEGITIMATE SKIP	9999.99	119	11.4%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 79

How much of the money you make is spent on each of the categories listed below? (If you are currently unemployed, answer for the last job you had.)

Question 79A

Tape Pos. 438-438
Format: I1

F1D79A SPEND MONEY I MAKE TO SUPPORT MYSELF

To support myself.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE OF IT	0	72	6.9%	18.6%
SOME OF IT	1	296	28.4%	50.1%
MOST OF IT	2	183	17.5%	31.3%
RESERVED CODES:				
MISSING	8	373	35.8%	(MISS)
LEGITIMATE SKIP	9	119	11.4%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 79B

Tape Pos. 439-439
Format: I1

F1D79B SPEND MONEY I MAKE TO SUPPORT MY FAMILY

To support my family.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE OF IT	0	269	25.8%	56.3%
SOME OF IT	1	191	18.3%	30.5%
MOST OF IT	2	78	7.5%	13.2%
RESERVED CODES:				
MISSING	8	386	37.0%	(MISS)
LEGITIMATE SKIP	9	119	11.4%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 79C

Tape Pos. 440-440
Format: I1

F1D79C SPEND MONEY I MAKE TO BUY THINGS/GO OUT

To buy things or go out.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE OF IT	0	38	3.6%	7.0%
SOME OF IT	1	346	33.2%	60.9%
MOST OF IT	2	170	16.3%	32.1%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.1%	(MISS)
MISSING	8	369	35.4%	(MISS)
LEGITIMATE SKIP	9	119	11.4%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 79D

Tape Pos. 441-441
Format: I1

F1D79D SPEND MONEY I MAKE FOR GAS/CAR EXPENSES

To pay for gas and car expenses.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE OF IT	0	231	22.1%	44.8%
SOME OF IT	1	206	19.8%	35.3%
MOST OF IT	2	107	10.3%	19.9%
RESERVED CODES:				
MISSING	8	380	36.4%	(MISS)
LEGITIMATE SKIP	9	119	11.4%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

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Question 79E Tape Pos. 442-442
Format: I1

F1D79E SPEND MONEY I MAKE FOR FUTURE EDUCATION

For my future education.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE OF IT	0	442	42.4%	80.9%
SOME OF IT	1	78	7.5%	15.8%
MOST OF IT	2	21	2.0%	3.3%
RESERVED CODES:				
MISSING	8	383	36.7%	(MISS)
LEGITIMATE SKIP	9	119	11.4%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 80 Tape Pos. 443-443
Format: I1

F1D80 WERE YOU LOOKING FOR A JOB LAST WEEK

Were you looking for a job last week?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	169	16.2%	22.7%
NO	2	467	44.8%	77.3%
RESERVED CODES:				
MISSING	8	288	27.6%	(MISS)
LEGITIMATE SKIP	9	119	11.4%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 81

What have you been doing in the last week to find a job?

Question 81A Tape Pos. 444-444
Format: I1

F1D81A R DID NOTHING TO FIND A JOB

Nothing.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	15	1.4%	8.6%
DOES NOT APPLY	2	140	13.4%	91.4%
RESERVED CODES:				
MISSING	8	302	29.0%	(MISS)
LEGITIMATE SKIP	9	586	56.2%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 81B1 Tape Pos. 445-445
Format: I1

F1D81B1 STATE EMPLOYMENT AGENCY TO FIND A JOB

Checked with state employment agency.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	25	2.4%	14.4%
DOES NOT APPLY	2	130	12.5%	85.6%
RESERVED CODES:				
MISSING	8	302	29.0%	(MISS)
LEGITIMATE SKIP	9	586	56.2%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 81B2 Tape Pos. 446-446
Format: I1

F1D81B2 PRIVATE EMPLOYMENT AGENCY TO FIND A JOB

Checked with private employment agency.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	2	.2%	.9%
DOES NOT APPLY	2	153	14.7%	99.1%
RESERVED CODES:				
MISSING	8	302	29.0%	(MISS)
LEGITIMATE SKIP	9	586	56.2%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 81B3 Tape Pos. 447-447
Format: I1

F1D81B3 CHECKED WITH MILITARY SERVICE LAST WEEK

Checked with military recruiter.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	2	.2%	2.0%
DOES NOT APPLY	2	153	14.7%	98.0%
RESERVED CODES:				
MISSING	8	302	29.0%	(MISS)
LEGITIMATE SKIP	9	586	56.2%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

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Question 8184

Tape Pos. 448-448
Format: I1

F1D8184 CHECKED EMPLOYER DIRECTLY TO FIND A JOB

Checked with employer directly.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	27	2.6%	21.4%
DOES NOT APPLY	2	128	12.3%	78.6%
RESERVED CODES:				
MISSING	8	302	29.0%	(MISS)
LEGITIMATE SKIP	9	586	56.2%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 8185

Tape Pos. 449-449
Format: I1

F1D8185 CHECKED FRIENDS/RELATIVES TO FIND A JOB

Checked with friends or relatives.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	40	3.8%	24.7%
DOES NOT APPLY	2	115	11.0%	75.3%
RESERVED CODES:				
MISSING	8	302	29.0%	(MISS)
LEGITIMATE SKIP	9	586	56.2%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 8186

Tape Pos. 450-450
Format: I1

F1D8186 PLACED OR ANSWERED ADS TO FIND A JOB

Placed or answered ads.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	26	2.5%	17.8%
DOES NOT APPLY	2	129	12.4%	82.2%
RESERVED CODES:				
MISSING	8	302	29.0%	(MISS)
LEGITIMATE SKIP	9	586	56.2%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 8187

Tape Pos. 451-451
Format: I1

F1D8187 LOOKED IN THE NEWPAPER TO FIND A JOB

Looked in the newspaper.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	53	5.1%	34.7%
DOES NOT APPLY	2	102	9.8%	65.3%
RESERVED CODES:				
MISSING	8	302	29.0%	(MISS)
LEGITIMATE SKIP	9	586	56.2%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 8188

Tape Pos. 452-452
Format: I1

F1D8188 SCHOOL EMPLOYMENT SERVICE TO FIND A JOB

Checked with school employment service.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	2	.2%	.9%
DOES NOT APPLY	2	153	14.7%	99.1%
RESERVED CODES:				
MISSING	8	302	29.0%	(MISS)
LEGITIMATE SKIP	9	586	56.2%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 8189

Tape Pos. 453-453
Format: I1

F1D8189 CHECKED OTHER SOURCES TO FIND A JOB

Checked other source.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	27	2.6%	16.6%
DOES NOT APPLY	2	128	12.3%	83.4%
RESERVED CODES:				
MISSING	8	302	29.0%	(MISS)
LEGITIMATE SKIP	9	586	56.2%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

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Question 82

Tape Pos. 454-454
Format: I1

F1D82 TRIED TO ENLIST IN ARMED FORCES

Since leaving high school, have you tried to enlist in any branch of the Armed Forces?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO, AND I DON'T PLAN TO ENLIST	1	593	56.9%	83.4%
NO, BUT I PLAN TO TRY TO ENLIST SOON..................	2	109	10.5%	11.8%
YES, I HAVE TRIED TO ENLIST AND WAS NOT ACCEPTED..........	3	25	2.4%	2.8%
YES, AND I AM WAITING FOR AN ANSWER.........................	4	12	1.2%	1.5%
YES, AND I HAVE BEEN ACCEPTED.	5	5	.5%	.5%
RESERVED CODES:				
MULTIPLE RESPONSE...........	6	1	.1%	(MISS)
MISSING......................	8	298	28.6%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

VIII. YOUR FAMILY

Question 83

Tape Pos. 455-455
Format: I1

F1D83 DOES R HAVE A TWIN BROTHER OR SISTER

Do you have a twin brother or sister?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES............................	1	32	3.1%	4.6%
NO.............................	2	719	68.9%	95.4%
RESERVED CODES:				
MISSING......................	8	292	28.0%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 84

How many older brothers and sisters do you have (including adopted, step- or half-)?

Question 84BRO

Tape Pos. 456-457
Format: I2

F1D84BRO HOW MANY OLDER BROTHER(S) DOES R HAVE

Number of older brothers.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	0	252	24.2%	37.8%
	1	212	20.3%	28.5%
	2	115	11.0%	14.9%
	3	47	4.5%	9.5%
	4	38	3.6%	4.2%
	5	17	1.6%	2.4%
	6	5	.5%	.4%
	7	3	.3%	.2%
	8	3	.3%	1.8%
	9	3	.3%	.2%
	15	1	.1%	.1%
RESERVED CODES:				
MISSING......................	98	347	33.3%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 84SIS

Tape Pos. 458-459
Format: I2

F1D84SIS HOW MANY OLDER SISTER(S) DOES R HAVE

Number of older sisters.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	0	271	26.0%	41.9%
	1	204	19.6%	30.1%
	2	110	10.5%	13.6%
	3	46	4.4%	6.4%
	4	28	2.7%	4.4%
	5	12	1.2%	1.2%
	6	6	.6%	.6%
	7	3	.3%	.3%
	8	3	.3%	.9%
	9	1	.1%	.2%
	10	2	.2%	.2%
	24	1	.1%	.1%
RESERVED CODES:				
MISSING......................	98	356	34.1%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 85

How many younger brothers and sisters do you have (including adopted, step- or half-)?

Question 85BRO

Tape Pos. 480-481
Format: I2

F1D85BRO HOW MANY YOUNGER BROTHER(S) DOES R HAVE

Number of younger brothers.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	0	333	31.9%	54.8%
	1	216	20.7%	25.9%
	2	95	9.1%	13.5%
	3	37	3.5%	3.5%
	4	13	1.2%	1.3%
	5	8	.8%	.7%
	6	2	.2%	.2%
	7	1	.1%	.1%
RESERVED CODES:				
MISSING......................	98	338	32.4%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 85SIS

Tape Pos. 482-483
Format: I2

F1D85SIS HOW MANY YOUNGER SISTER(S) DOES R HAVE

Number of younger sisters.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	0	353	33.8%	49.3%
	1	198	19.0%	27.4%
	2	96	9.2%	16.0%
	3	35	3.4%	4.2%
	4	19	1.8%	2.4%
	5	2	.2%	.2%
	6	3	.3%	.3%
	10	1	.1%	.1%
	12	1	.1%	.1%
RESERVED CODES:				
MISSING......................	98	335	32.1%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 86

Which of the following people live in the same household with you?

Question 86A

Tape Pos. 484-484
Format: I1

F1D86A FATHER LIVE IN SAME HOUSEHOLD WITH R

Father.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES.........................	1	378	36.2%	31.2%
DOES NOT APPLY.................	2	634	60.8%	68.8%
RESERVED CODES:				
REFUSAL......................	7	4	.4%	(MISS)
MISSING......................	8	27	2.6%	(MISS)
TOTALS:		1043	100.0%	100.0%

Question 86B

Tape Pos. 485-485
Format: I1

F1D86B STEPFATHER LIVE IN SAME HOUSEHOLD WITH R

Stepfather.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES.........................	1	120	11.5%	15.7%
DOES NOT APPLY.................	2	892	85.5%	84.3%
RESERVED CODES:				
REFUSAL......................	7	4	.4%	(MISS)
MISSING......................	8	27	2.6%	(MISS)
TOTALS:		1043	100.0%	100.0%

Question 86C

Tape Pos. 486-486
Format: I1

F1D86C OTHR ADULT MALE LIVE IN HOUSEHOLD WITH R

Other adult male (foster father, guardian, other).

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES.........................	1	137	13.1%	14.1%
DOES NOT APPLY.................	2	875	83.9%	85.9%
RESERVED CODES:				
REFUSAL......................	7	4	.4%	(MISS)
MISSING......................	8	27	2.6%	(MISS)
TOTALS:		1043	100.0%	100.0%

Question 86D

Tape Pos. 487-487
Format: I1

F1D86D MOTHER LIVE IN SAME HOUSEHOLD WITH R

Mother.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES.........................	1	688	66.0%	70.0%
DOES NOT APPLY.................	2	324	31.1%	30.0%
RESERVED CODES:				
REFUSAL......................	7	4	.4%	(MISS)
MISSING......................	8	27	2.6%	(MISS)
TOTALS:		1043	100.0%	100.0%

Question 86E

Tape Pos. 488-488
Format: I1

F1D86E STEPMOTHER LIVE IN SAME HOUSEHOLD WITH R

Stepmother.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES.........................	1	33	3.2%	2.7%
DOES NOT APPLY.................	2	979	93.9%	97.3%
RESERVED CODES:				
REFUSAL......................	7	4	.4%	(MISS)
MISSING......................	8	27	2.6%	(MISS)
TOTALS:		1043	100.0%	100.0%

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Question 86F

Tape Pos. 469-469
Format: I1

F1D86F OTH FEMALE ADULT LIVE IN HOUSEHOLD WTH R

Other adult female (foster mother, guardian, other)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	150	14.4%	15.4%
DOES NOT APPLY	2	862	82.6%	84.6%
RESERVED CODES:				
REFUSAL	7	4	.4%	(MISS)
MISSING	8	27	2.6%	(MISS)
TOTALS:		1043	100.0%	100.0%

Question 86G

Tape Pos. 470-470
Format: I1

F1D86G HUSBAND/WIFE LIVE IN HOUSEHOLD WITH R

Husband/wife.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	119	11.4%	11.6%
DOES NOT APPLY	2	893	85.6%	88.4%
RESERVED CODES:				
REFUSAL	7	4	.4%	(MISS)
MISSING	8	27	2.6%	(MISS)
TOTALS:		1043	100.0%	100.0%

Question 86H

Tape Pos. 471-471
Format: I1

F1D86H BOY-GIRL FRIEND LIVE IN HOUSEHOLD WITH R

Boyfriend/girlfriend.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	83	8.0%	7.3%
DOES NOT APPLY	2	929	89.1%	92.7%
RESERVED CODES:				
REFUSAL	7	4	.4%	(MISS)
MISSING	8	27	2.6%	(MISS)
TOTALS:		1043	100.0%	100.0%

Question 86I

Tape Pos. 472-472
Format: I1

F1D86I R'S CHILD/CHILDREN LIVE IN HOUSEHOLD

My child or children.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	172	16.5%	18.4%
DOES NOT APPLY	2	840	80.5%	81.6%
RESERVED CODES:				
REFUSAL	7	4	.4%	(MISS)
MISSING	8	27	2.6%	(MISS)
TOTALS:		1043	100.0%	100.0%

Question 87

How many of the following people live in the same household with you?

Question 87A

Tape Pos. 473-474
Format: I2

F1D87A # OF BROTHERS LIVE IN HOUSEHOLD

Brother(s) (including adopted, step- or half-)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	0	513	49.2%	56.6%
	1	268	25.7%	25.7%
	2	118	11.3%	12.6%
	3	38	3.6%	2.9%
	4	18	1.7%	1.8%
	5	5	.5%	.5%
RESERVED CODES:				
MISSING	98	83	8.0%	(MISS)
TOTALS:		1043	100.0%	100.0%

Question 87B

Tape Pos. 475-476
Format: I2

F1D87B # OF SISTERS LIVE IN HOUSEHOLD

Sister(s) (including adopted, step- or half)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	0	573	54.9%	58.4%
	1	257	24.6%	26.7%
	2	80	7.7%	10.1%
	3	39	3.7%	3.6%
	4	9	.9%	1.2%
RESERVED CODES:				
MISSING	98	85	8.1%	(MISS)
TOTALS:		1043	100.0%	100.0%

Question 87C

Tape Pos. 477-478
Format: I2

F1D87C # OF GRANDPARENTS LIVE IN HOUSEHOLD

Grandparent(s)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	0	836	80.2%	88.3%
	1	70	6.7%	7.7%
	2	26	2.5%	4.0%
RESERVED CODES:				
MISSING	98	111	10.6%	(MISS)
TOTALS:		1043	100.0%	100.0%

Question 87D

Tape Pos. 479-480
Format: I2

F1D87D # OF OTH RELATIVES UNDER 18 IN HOUSEHOLD

Other relative(s) (under 18)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	0	825	79.1%	90.3%
	1	60	5.8%	5.9%
	2	23	2.2%	1.8%
	3	13	1.2%	1.2%
	4	6	.6%	.4%
	5	7	.7%	.4%
RESERVED CODES:				
MISSING	98	109	10.5%	(MISS)
TOTALS:		1043	100.0%	100.0%

Question 87E

Tape Pos. 481-482
Format: I2

F1D87E # OF OTH RELATIVES OVER 18 IN HOUSEHOLD

Other relative(s) (18 or over)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	0	768	73.6%	80.4%
	1	105	10.1%	12.5%
	2	38	3.6%	4.0%
	3	9	.9%	1.0%
	4	9	.9%	1.2%
	5	6	.6%	.4%
	7	4	.4%	.5%
RESERVED CODES:				
MISSING......................	98	104	10.0%	(MISS)
TOTALS:		1043	100.0%	100.0%

Question 87F

Tape Pos. 483-484
Format: I2

F1D87F # OF NON-RELATIVE UNDER 18 IN HOUSEHOLD

Non-relative(s) (under 18)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	0	876	84.0%	94.2%
	1	31	3.0%	3.8%
	2	9	.9%	.5%
	3	5	.5%	.8%
	5	6	.6%	.6%
RESERVED CODES:				
MISSING......................	98	116	11.1%	(MISS)
TOTALS:		1043	100.0%	100.0%

Question 87G

Tape Pos. 485-486
Format: I2

F1D87G # OF NON-RELATIVES OVER 18 LIVING WITH R

Non-relative(s) (18 or over)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	0	816	78.2%	86.3%
	1	81	7.8%	10.9%
	2	23	2.2%	1.4%
	3	10	1.0%	1.1%
	5	4	.4%	.3%
RESERVED CODES:				
MISSING......................	98	109	10.5%	(MISS)
TOTALS:		1043	100.0%	100.0%

Question 88

Tape Pos. 487-487
Format: I1

F1D88 WHAT IS YOUR MARITAL STATUS

What is your marital status?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SINGLE,NEVER MARRIED..........	1	650	62.3%	86.7%
MARRIED........................	2	86	8.2%	11.6%
DIVORCED/SEPARATED............	3	7	.7%	.6%
WIDOWED........................	4	3	.3%	1.1%
RESERVED CODES:				
MISSING......................	8	297	28.5%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 89

Tape Pos. 488-488
Format: I1

F1D89 # OF BROTHERS/SISTERS DROPPED OUT OF H.S

How many of your brothers and sisters (including twin, step-, or half-) left high school before graduating?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
I DON'T HAVE ANY BROTHERS OR SISTERS......................	1	28	2.7%	2.8%
NONE ARE IN HIGH SCHOOL YET...	2	107	10.3%	20.8%
NONE LEFT SCHOOL..............	3	192	18.4%	31.3%
ONE LEFT SCHOOL...............	4	177	17.0%	24.2%
TWO OR MORE LEFT SCHOOL.......	5	168	16.1%	20.9%
RESERVED CODES:				
MULTIPLE RESPONSE...........	6	2	.2%	(MISS)
MISSING......................	8	369	35.4%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 90

Tape Pos. 489-489
Format: I1

F1D90 R BABYSIT FOR YOUNGER BROTHERS/SISTERS

Do you babysit or take care of your own child, younger brothers or sisters or other relatives?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES............................	1	235	22.5%	34.0%
NO.............................	2	305	29.2%	49.6%
DOES NOT APPLY................	3	124	11.9%	16.5%
RESERVED CODES:				
MULTIPLE RESPONSE...........	6	2	.2%	(MISS)
MISSING......................	8	377	36.1%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

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Question 91

Tape Pos. 490-491
Format: I2

F1D91 # OF HRS A DAY BABYSIT BROTHERS/SISTERS

On the average, how many hours per day are you responsible for their care?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	0	10	1.0%	9..%
	1	19	1.8%	5.8%
	2	26	2.5%	9.2%
	3	26	2.5%	9.4%
	4	10	1.0%	3.1%
	5	22	2.1%	10.2%
	6	7	.7%	2.0%
	7	6	.6%	3.1%
	8	9	.9%	4.9%
	9	3	.3%	.9%
	10	12	1.2%	5.1%
	11	2	.2%	.5%
	12	9	.9%	5.8%
	13	2	.2%	3.2%
	15	1	.1%	.1%
	16	1	.1%	.3%
	18	1	.1%	.6%
	19	2	.2%	3.1%
	20	3	.3%	.8%
	24	61	5.8%	22.3%
RESERVED CODES:				
MISSING	98	382	36.6%	(MISS)
LEGITIMATE SKIP	99	429	41.1%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 92

Tape Pos. 492-492
Format: I1

F1D92 # OF SCHL MISSED BECAUSE OF BABYSITTING

When you were in school, in a typical month, how many school days did you miss because of taking care of your own child or your brothers and sisters?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	232	22.2%	67.0%
1-2 DAYS	1	36	3.5%	8.1%
3-6 DAYS	2	20	1.9%	5.1%
7-9 DAYS	3	9	.9%	5.9%
10 DAYS OR MORE	4	13	1.2%	8.2%
DOES NOT APPLY	5	26	2.5%	5.6%
RESERVED CODES:				
MISSING	8	278	26.7%	(MISS)
LEGITIMATE SKIP	9	429	41.1%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 93

Is there anyone in your family with whom you don't get along?

Question 93A

Tape Pos. 493-493
Format: I1

F1D93A I GET ALONG WITH THE PEOPLE IN MY FAMILY

I get along with all the people in my family.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	375	36.0%	63.3%
DOES NOT APPLY	2	275	26.4%	36.7%
RESERVED CODES:				
MISSING	8	393	37.7%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 93B

Tape Pos. 494-494
Format: I1

F1D93B I DON'T GET ALONG WITH MY FATHER

Father.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	81	7.8%	12.3%
DOES NOT APPLY	2	569	54.6%	87.7%
RESERVED CODES:				
MISSING	8	393	37.7%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 93C

Tape Pos. 495-495
Format: I1

F1D93C I DON'T GET ALONG WITH MY STEPFATHER

Other male guardian (stepfather or foster father).

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	44	4.2%	5.0%
DOES NOT APPLY	2	606	58.1%	95.0%
RESERVED CODES:				
MISSING	8	393	37.7%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 93D

Tape Pos. 496-496
Format: I1

F1D93D   I DON'T GET ALONG WITH MY MOTHER

Mother.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES........................	1	77	7.4%	9.7%
DOES NOT APPLY................	2	573	54.9%	90.3%
RESERVED CODES:				
MISSING.....................	8	393	37.7%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 93E

Tape Pos. 497-497
Format: I1

F1D93E   I DON'T GET ALONG WITH MY STEPMOTHER

Other female guardian (stepmother or foster father).

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES........................	1	17	1.6%	1.8%
DOES NOT APPLY................	2	633	60.7%	98.2%
RESERVED CODES:				
MISSING.....................	8	393	37.7%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 93F

Tape Pos. 498-498
Format: I1

F1D93F   I DON'T GET ALONG WITH MY BROTHERS

Brother(s) (including step- or half-).

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES........................	1	77	7.4%	9.9%
DOES NOT APPLY................	2	573	54.9%	90.1%
RESERVED CODES:				
MISSING.....................	8	393	37.7%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 93G

Tape Pos. 499-499
Format: I1

F1D93G   I DON'T GET ALONG WITH MY SISTERS

Sister(s) (including step- or half-).

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES........................	1	63	6.0%	7.8%
DOES NOT APPLY................	2	587	56.3%	92.2%
RESERVED CODES:				
MISSING.....................	8	393	37.7%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 93H

Tape Pos. 500-500
Format: I1

F1D93H   I DON'T GET ALONG WITH MY GRANDPARENTS

Grandparent(s).

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES........................	1	26	2.5%	5.5%
DOES NOT APPLY................	2	624	59.8%	94.5%
RESERVED CODES:				
MISSING.....................	8	393	37.7%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 93I

Tape Pos. 501-501
Format: I1

F1D93I   I DON'T GET ALONG WTH MY OTHER RELATIVES

Other relative(s) (children or adults).

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES........................	1	79	7.6%	11.2%
DOES NOT APPLY................	2	571	54.7%	88.8%
RESERVED CODES:				
MISSING.....................	8	393	37.7%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 94

Lots of things happen in families that may affect young people. In the last 2 years, have any of the following happened to your family?

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Question 94A

Tape Pos. 502-502
Format: I1

F1D94A MY FAMILY MOVED TO A NEW HOME

My family moved to a new home.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	171	16.4%	32.3%
DOES NOT APPLY	2	469	46.9%	67.7%
RESERVED CODES:				
MISSING	8	383	36.7%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 94B

Tape Pos. 503-503
Format: I1

F1D94B R'S PARENTS GOT DIVORCED OR SEPARATED

My parents got divorced or separated.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	84	8.1%	23.1%
DOES NOT APPLY	2	576	55.2%	76.9%
RESERVED CODES:				
MISSING	8	383	36.7%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 94C

Tape Pos. 504-504
Format: I1

F1D94C ONE OF R PARENTS GOT MARRIED IN PAST 2YS

One of my parents got married or remarried.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	56	5.4%	11.9%
DOES NOT APPLY	2	604	57.9%	88.1%
RESERVED CODES:				
MISSING	8	383	36.7%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 94D

Tape Pos. 505-505
Format: I1

F1D94D R'S MOTHER LOST HER JOB IN THE PAST 2YRS

My mother lost her job.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	51	4.9%	11.1%
DOES NOT APPLY	2	609	58.4%	88.9%
RESERVED CODES:				
MISSING	8	383	36.7%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 94E

Tape Pos. 506-506
Format: I1

F1D94E R'S FATHER LOST HIS JOB IN THE LAST 2YRS

My father lost his job.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	52	5.0%	11.7%
DOES NOT APPLY	2	608	58.3%	88.3%
RESERVED CODES:				
MISSING	8	383	36.7%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 94F

Tape Pos. 507-507
Format: I1

F1D94F MOTHER STARTED TO WORK IN THE LAST 2YRS

My mother started to work.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	89	8.5%	12.0%
DOES NOT APPLY	2	571	54.7%	88.0%
RESERVED CODES:				
MISSING	8	383	36.7%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 94G

Tape Pos. 508-508
Format: I1

F1D94G R'S FATHER STARTED TO WORK IN LAST 2YRS

My father started to work.

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
APPLIES	1	39	3.7%	4.3%
DOES NOT APPLY	2	621	59.5%	95.7%
RESERVED CODES:				
MISSING	8	383	36.7%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 94H

Tape Pos. 509-509
Format: I1

F1D94H R BECAME SERIOUSLY ILL IN THE LAST 2YRS

I became seriously ill or disabled.

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
APPLIES	1	35	3.4%	6.4%
DOES NOT APPLY	2	625	59.9%	93.6%
RESERVED CODES:				
MISSING	8	383	36.7%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 94I

Tape Pos. 510-510
Format: I1

F1D94I R'S FATHER DIED IN THE LAST 2YRS

My father died.

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
APPLIES	1	17	1.6%	3.2%
DOES NOT APPLY	2	643	61.6%	96.8%
RESERVED CODES:				
MISSING	8	383	36.7%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 94J

Tape Pos. 511-511
Format: I1

F1D94J R'S MOTHER DIED IN THE LAST 2YRS

My mother died.

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
APPLIES	1	14	1.3%	3.4%
DOES NOT APPLY	2	646	61.9%	96.6%
RESERVED CODES:				
MISSING	8	383	36.7%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 94K

Tape Pos. 512-512
Format: I1

F1D94K A CLOSE RELATIVE DIED IN THE LAST 2YRS

A close relative died.

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
APPLIES	1	194	18.6%	27.3%
DOES NOT APPLY	2	466	44.7%	72.7%
RESERVED CODES:				
MISSING	8	383	36.7%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 94L

Tape Pos. 513-513
Format: I1

F1D94L R'S UNMARRIED SISTER GOT PREGNANT

One of my unmarried sisters got pregnant.

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
APPLIES	1	78	7.5%	10.3%
DOES NOT APPLY	2	582	55.8%	89.7%
RESERVED CODES:				
MISSING	8	383	36.7%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

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Question 94M

Tape Pos. 514-514
Format: I1

F1D94M R'S BROTHER/SISTER DROPPED OUT OF SCHOOL

One of my brothers or sisters dropped out of school.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	79	7.6%	11.4%
DOES NOT APPL	2	581	55.7%	88.6%
RESERVED CODES:				
MISSING	8	383	36.7%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 94N

Tape Pos. 515-515
Format: I1

F1D94N FAMILY WENT ON WELFARE IN THE LAST 2YRS

My family went on welfare.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	35	3.4%	5.8%
DOES NOT APPLY	2	625	59.9%	94.2%
RESERVED CODES:				
MISSING	8	383	36.7%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 94O

Tape Pos. 516-516
Format: I1

F1D94O FAMILY GOT OFF WELFARE IN THE LAST 2YRS

My family went off welfare.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	17	1.6%	1.8%
DOES NOT APPLY	2	643	61.6%	98.2%
RESERVED CODES:				
MISSING	8	383	36.7%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 94P

Tape Pos. 517-517
Format: I1

F1D94P FAMILY STAYED ON WELFARE IN LAST 2 YEARS

My family stayed on welfare in last two years.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	32	3.1%	5.5%
DOES NOT APPLY	2	628	60.2%	94.5%
RESERVED CODES:				
MISSING	8	383	36.7%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 94Q

Tape Pos. 518-518
Format: I1

F1D94Q FAMILY MEMBER BECAME SERIOUSLY ILL

A family member became seriously ill or disabled.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	86	8.2%	11.7%
DOES NOT APPLY	2	574	55.0%	88.3%
RESERVED CODES:				
MISSING	8	383	36.7%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 94R

Tape Pos. 519-519
Format: I1

F1D94R R'S FAMILY BECAME HOMELESS FOR A TIME

My family was homeless for a period of time.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	12	1.2%	1.5%
DOES NOT APPLY	2	648	62.1%	98.5%
RESERVED CODES:				
MISSING	8	383	36.7%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 94S

Tape Pos. 520-520
Format: I1

F1D94S NONE APPLY

None apply.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	200	19.2%	26.6%
DOES NOT APPLY	2	460	44.1%	73.4%
RESERVED CODES:				
MISSING	8	383	36.7%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 95

How much do your parents try to find out about ...

Question 95A

Tape Pos. 521-521
Format: I1

F1D95A PARENTS ASK WHO YOUR FRIENDS ARE

who your friends are?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DON'T KNOW	1	45	4.3%	5.9%
NOT AT ALL	2	97	9.3%	10.5%
JUST A LITTLE	3	169	16.2%	20.8%
SOME	4	197	18.9%	36.7%
A LOT	5	234	22.4%	26.1%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.1%	(MISS)
MISSING	8	300	28.8%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 95B

Tape Pos. 522-522
Format: I1

F1D95B PARENTS ASK WHERE YOU GO AT NIGHT

where you go at night?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DON'T KNOW	1	42	4.0%	5.3%
NOT AT ALL	2	108	10.4%	11.3%
JUST A LITTLE	3	111	10.6%	16.9%
SOME	4	142	13.6%	17.8%
A LOT	5	341	32.7%	48.7%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.1%	(MISS)
MISSING	8	298	28.6%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 95C

Tape Pos. 523-523
Format: I1

F1D95C PARENTS ASK HOW YOU SPEND YOUR MONEY

how you spend your money?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DON'T KNOW	1	48	4.6%	5.7%
NOT AT ALL	2	172	16.5%	26.0%
JUST A LITTLE	3	147	14.1%	20.1%
SOME	4	169	16.2%	21.6%
A LOT	5	208	19.9%	26.7%
RESERVED CODES:				
MISSING	8	299	28.7%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 95D

Tape Pos. 524-524
Format: I1

F1D95D PARENTS ASK WHAT YOU DO WITH FREE TIME

what you do with your free time?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DON'T KNOW	1	57	5.5%	6.2%
NOT AT ALL	2	154	14.8%	17.1%
JUST A LITTLE	3	173	16.6%	26.6%
SOME	4	180	17.3%	26.8%
A LOT	5	180	17.3%	23.3%
RESERVED CODES:				
MISSING	8	299	28.7%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 96

Tape Pos. 525-525
Format: I1

F1D96 YOUR PARENTS KNOW CLOSE FRIENDS PARENTS

Do your parents know the parents of your closest friends?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO	1	188	18.0%	21.7%
YES, SOME PARENTS	2	374	35.9%	51.7%
YES, MANY PARENTS	3	165	15.8%	23.8%
DON'T KNOW	4	21	2.0%	2.8%
RESERVED CODES:				
MISSING	8	295	28.3%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 97

How often do your parents do the following?

Question 97A

Tape Pos. 526-526
Format: I1

F1D97A PARENTS REQUIRE YOU TO DO CHORES AT HOME

Require you to do work or chores around the home.

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
OFTEN	1	294	28.2%	44.3%
SOMETIMES	2	205	19.7%	26.9%
RARELY	3	116	11.1%	14.4%
NEVER	4	124	11.9%	14.4%
RESERVED CODES:				
MISSING	8	304	29.1%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 97B

Tape Pos. 527-527
Format: I1

F1D97B PARENTS LIMIT TIME R SPENDS WATCHING TV

Limit the amount of time you can spend watching TV or playing video games.

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
OFTEN	1	40	3.8%	4.5%
SOMETIMES	2	75	7.2%	10.6%
RARELY	3	112	10.7%	14.9%
NEVER	4	508	48.7%	70.1%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.1%	(MISS)
MISSING	8	307	29.4%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 97C

Tape Pos. 528-528
Format: I1

F1D97C PARENTS LIMIT TIME YOU SPEND WTH FRIENDS

Limit the amount of time you go out with friends.

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
OFTEN	1	92	8.8%	11.2%
SOMETIMES	2	158	15.1%	27.1%
RARELY	3	135	12.9%	14.5%
NEVER	4	353	33.8%	47.2%
RESERVED CODES:				
MISSING	8	305	29.2%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 98

In your family, who makes most of the decisions on each of the following topics?

Question 98A

Tape Pos. 529-529
Format: I1

F1D98A WHO DECIDES HOW LATE R CAN STAY OUT

How late at night I can stay out.

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
MY PARENT(S) DECIDE THEMSELVES	1	161	15.4%	21.7%
MY PARENT(S) DECIDE AFTER DISCUSSING IT WITH ME	2	64	6.1%	8.7%
WE DECIDE TOGETHER AFTER DISCUSSING	3	99	9.5%	17.3%
I DECIDE AFTER DISCUSSING IT WITH MY PARENT(S)	4	53	5.1%	6.0%
I DECIDE BY MYSELF	5	277	26.6%	46.3%
RESERVED CODES:				
MULTIPLE RESPONSE	6	3	.3%	(MISS)
MISSING	8	386	37.0%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 98B

Tape Pos. 530-530
Format: I1

F1D98B WHO DECIDES FRIENDS R SPENDS TIME WITH

Which friends I spend time with.

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
MY PARENT(S) DECIDE THEMSELVES	1	45	4.3%	5.1%
MY PARENT(S) DECIDE AFTER DISCUSSING IT WITH ME	2	39	3.7%	5.0%
WE DECIDE TOGETHER AFTER DISCUSSING	3	56	5.4%	8.0%
I DECIDE AFTER DISCUSSING IT WITH MY PARENT(S)	4	35	3.4%	4.8%
I DECIDE BY MYSELF	5	476	45.6%	77.0%
RESERVED CODES:				
MISSING	8	392	37.6%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 98C

Tape Pos. 531-531
Format: I1

F1D98C WHO DECIDES WHETHER I HAVE A JOB

Whether I have a job.

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
MY PARENT(S) DECIDE THEMSELVES	1	47	4.5%	7.3%
MY PARENT(S) DECIDE AFTER DISCUSSING IT WITH ME	2	41	3.9%	5.8%
WE DECIDE TOGETHER AFTER DISCUSSING	3	97	9.3%	12.6%
I DECIDE AFTER DISCUSSING IT WITH MY PARENT(S)	4	78	7.5%	12.5%
I DECIDE BY MYSELF	5	385	36.9%	61.9%
RESERVED CODES:				
MULTIPLE RESPONSE	6	1	.1%	(MISS)
MISSING	8	394	37.8%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 98D

Tape Pos. 532-532
Format: I1

F1D98D WHO DECIDES AT WHAT AGE I LEFT SCHOOL

At what age I left school.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
MY PARENT(S) DECIDE THEMSELVES	1	46	4.4%	5.7%
MY PARENT(S) DECIDE AFTER DISCUSSING IT WITH ME..........	2	48	4.6%	7.7%
WE DECIDE TOGETHER AFTER DISCUSSING.....................	3	93	8.9%	13.6%
I DECIDE AFTER DISCUSSING IT WITH MY PARENT(S)..........	4	80	7.7%	10.4%
I DECIDE BY MYSELF............	5	373	35.8%	62.6%
RESERVED CODES:				
MULTIPLE RESPONSE...........	6	1	.1%	(MISS)
MISSING.....................	8	402	38.5%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 98E

Tape Pos. 533-533
Format: I1

F1D98E WHO DECIDES HOW I SPEND MY MONEY

How I spend my money.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
MY PARENT(S) DECIDE THEMSELVES	1	26	2.5%	2.7%
MY PARENT(S) DECIDE AFTER DISCUSSING IT WITH ME..........	2	25	2.4%	3.6%
WE DECIDE TOGETHER AFTER DISCUSSING.....................	3	52	5.0%	9.0%
I DECIDE AFTER DISCUSSING IT WITH MY PARENT(S)..........	4	53	5.1%	6.2%
I DECIDE BY MYSELF............	5	494	47.4%	78.4%
RESERVED CODES:				
MULTIPLE RESPONSE...........	6	3	.3%	(MISS)
MISSING.....................	8	390	37.4%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 98F

Tape Pos. 534-534
Format: I1

F1D98F WHO DECIDES WHETHER I CAN DATE

Whether I can date.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
MY PARENT(S) DECIDE THEMSELVES	1	51	4.9%	6.0%
MY PARENT(S) DECIDE AFTER DISCUSSING IT WITH ME..........	2	33	3.2%	4.1%
WE DECIDE TOGETHER AFTER DISCUSSING.....................	3	49	4.7%	5.8%
I DECIDE AFTER DISCUSSING IT WITH MY PARENT(S)..........	4	32	3.1%	5.9%
I DECIDE BY MYSELF............	5	483	46.3%	78.2%
RESERVED CODES:				
MISSING.....................	8	395	37.9%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 98G

Tape Pos. 535-535
Format: I1

F1D98G WHO DECIDES THE CLASSES I TOOK IN SCHOOL

What classes I took when I was in school.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
MY PARENT(S) DECIDE THEMSELVES	1	22	2.1%	2.6%
MY PARENT(S) DECIDE AFTER DISCUSSING IT WITH ME..........	2	25	2.4%	3.6%
WE DECIDE TOGETHER AFTER DISCUSSING.....................	3	69	6.6%	13.8%
I DECIDE AFTER DISCUSSING IT WITH MY PARENT(S)..........	4	58	5.6%	7.5%
I DECIDE BY MYSELF............	5	476	45.6%	72.5%
RESERVED CODES:				
MISSING.....................	8	393	37.7%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 99

How true are the following statements for you and your parents?

Question 99A

Tape Pos. 536-537
Format: I2

F1D99A PARENTS TRUST ME TO DO WHAT'S EXPECTED

My parent(s) trust me to do what they expect without checking up on me.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
FALSE.........................	1	69	6.6%	8.5%
MOSTLY FALSE..................	2	38	3.6%	5.4%
MORE FALSE THAN TRUE..........	3	57	5.5%	10.0%
MORE TRUE THAN FALSE..........	4	105	10.1%	13.7%
MOSTLY TRUE...................	5	148	14.2%	22.4%
TRUE..........................	6	232	22.2%	40.0%
RESERVED CODES:				
MULTIPLE RESPONSE...........	96	1	.1%	(MISS)
MISSING.....................	98	393	37.7%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

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Question 99B

Tape Pos. 538-539
Format: I2

F1D99B DON'T KNOW WHY I'M TO DO WHT PARENTS SAY

I often do not know WHY I am supposed to do what my parent(s) tell me to do.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
FALSE	1	241	23.1%	35.3%
MOSTLY FALSE	2	88	8.4%	10.6%
MORE FALSE THAN TRUE	3	89	8.5%	22.7%
MORE TRUE THAN FALSE	4	67	6.4%	9.9%
MOSTLY TRUE	5	61	5.8%	7.1%
TRUE	6	97	9.3%	14.4%
RESERVED CODES:				
MULTIPLE RESPONSE	96	1	.1%	(MISS)
MISSING	98	399	38.3%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 99C

Tape Pos. 540-541
Format: I2

F1D99C OFTEN COUNT ON PARENTS TO SOLVE PROBLEMS

I often count on my parent(s) to solve many of my problems for me.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
FALSE	1	250	24.0%	36.2%
MOSTLY FALSE	2	103	9.9%	19.1%
MORE FALSE THAN TRUE	3	101	9.7%	19.7%
MORE TRUE THAN FALSE	4	77	7.4%	10.3%
MOSTLY TRUE	5	53	5.1%	6.2%
TRUE	6	63	6.0%	8.5%
RESERVED CODES:				
MULTIPLE RESPONSE	96	1	.1%	(MISS)
MISSING	98	395	37.9%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 99D

Tape Pos. 542-543
Format: I2

F1D99D I WILL BE A SOURCE OF PRIDE TO MY PARENT

I think that I will be a source of pride to my parent(s) in the future.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
FALSE	1	60	5.8%	8.0%
MOSTLY FALSE	2	41	3.9%	5.9%
MORE FALSE THAN TRUE	3	50	4.8%	6.5%
MORE TRUE THAN FALSE	4	138	13.2%	24.4%
MOSTLY TRUE	5	132	12.7%	17.7%
TRUE	6	223	21.4%	37.4%
RESERVED CODES:				
MISSING	98	399	38.3%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 99E

Tape Pos. 544-545
Format: I2

F1D99E MY PARENTS GET ALONG WELL WITH EACH OTHR

My parents get along well with each other.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
FALSE	1	113	10.8%	18.9%
MOSTLY FALSE	2	39	3.7%	4.7%
MORE FALSE THAN TRUE	3	46	4.4%	13.7%
MORE TRUE THAN FALSE	4	83	8.0%	10.3%
MOSTLY TRUE	5	105	10.1%	17.4%
TRUE	6	245	23.5%	35.0%
RESERVED CODES:				
MISSING	98	412	39.5%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 99F

Tape Pos. 546-547
Format: I2

F1D99F I WANT TO HAVE A FAMILY JUST LIKE MY OWN

When I grow up and have a family, it will be similar to my own.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
FALSE	1	231	22.1%	33.5%
MOSTLY FALSE	2	53	5.1%	7.3%
MORE FALSE THAN TRUE	3	69	6.6%	11.6%
MORE TRUE THAN FALSE	4	64	6.1%	13.1%
MOSTLY TRUE	5	93	8.9%	16.5%
TRUE	6	136	13.0%	18.0%
RESERVED CODES:				
MISSING	98	397	38.1%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 100

Tape Pos. 548-548
Format: I1

F1D100 RAN AWAY FROM HOME IN THE LAST 2 YEARS

Did you run away from home for a week or more anytime during the last 2 years?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	181	17.4%	22.0%
NO	2	565	54.2%	78.0%
RESERVED CODES:				
MISSING	8	297	28.5%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 101

Tape Pos. 549-549
Format: I1

F1D101 LEFT ALONE IN THE HOUSEHOLD FOR A WEEK

Have you ever been left alone for a week or longer without other adults in the household?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	189	18.1%	26.6%
NO	2	560	53.7%	73.4%
RESERVED CODES:				
MISSING	8	294	28.2%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 101MO

Tape Pos. 550-551
Format: I2

F1D101MO MONTH INTERVIEW COMPLETED

Month questionnaire completed.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
JANUARY	1	1	.1%	.1%
FEBRUARY	2	4	.4%	.4%
MARCH	3	21	2.0%	2.9%
APRIL	4	100	9.6%	12.0%
MAY	5	193	18.5%	23.2%
JUNE	6	362	34.7%	54.2%
JULY	7	21	2.0%	1.9%
AUGUST	8	1	.1%	.1%
SEPTEMBER	9	1	.1%	5.2%
OCTOBER	10	2	.2%	.2%
RESERVED CODES:				
MISSING	98	337	32.3%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 101DA

Tape Pos. 552-553
Format: I2

F1D101DA DAY INTERVIEW COMPLETED

Day questionnaire completed.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	1	26	2.5%	4.1%
	2	24	2.3%	2.0%
	3	13	1.2%	1.2%
	4	26	2.5%	6.3%
	5	25	2.4%	4.5%
	6	35	3.4%	4.4%
	7	30	2.9%	6.4%
	8	20	1.9%	5.0%
	9	22	2.1%	1.9%
	10	15	1.4%	1.9%
	11	20	1.9%	2.0%
	12	20	1.9%	2.3%
	13	16	1.5%	1.8%
	14	25	2.4%	2.6%
	15	17	1.6%	2.1%
	16	19	1.8%	1.9%
	17	23	2.2%	3.7%
	18	25	2.4%	3.2%
	19	37	3.5%	6.2%
	20	29	2.8%	3.8%
	21	33	3.2%	4.0%
	22	25	2.4%	8.2%
	23	19	1.8%	2.5%
	24	22	2.1%	2.7%
	25	21	2.0%	2.1%
	26	25	2.4%	2.9%
	27	14	1.3%	1.3%
	28	18	1.7%	2.3%
	29	12	1.2%	1.2%
	30	31	3.0%	3.3%
	31	12	1.2%	2.2%
RESERVED CODES:				
MISSING	98	344	33.0%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question 101YR

Tape Pos. 554-555
Format: I2

F1D101YR YEAR INTERVIEW COMPLETED

Year questionnaire completed.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
1988	88	2	.2%	.2%
1989	89	4	.4%	.4%
1990	90	702	67.3%	99.4%
RESERVED CODES:				
MISSING	98	335	32.1%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This item was not included in the abbreviated questionnaire. Missing data reported for this variable reflects the 256 abbreviated questionnaire cases as well as any additional item nonresponse.

Question QWT

Tape Pos. 556-565
Format: R10.4

F1QWT 1FU QUESTIONNAIRE WEIGHT

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
13.0144 TO 6996.709	1.0000	1043	100.0%	100.0%
TOTALS:		1043	100.0%	100.0%

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QUESTIONNAIRE FIRST FOLLOW-UP NELS:88

Question F1PNLWT

Tape Pos. 566-575
Format: R10.4

F1PNLWT 1FU PANEL WEIGHT

RESPONSE	CODES	FREQ	PERCENT	WGTD PCT
15.9504 TO 7491.709	1.0000	765	73.3%	100.0%
RESERVED CODES:				
MISSING	.0000	278	26.7%	(MISS)
TOTALS:		1043	100.0%	%

Question QFLG

Tape Pos. 576-576
Format: I1

F1QFLG FIRST FOLLOW-UP QUESTIONNAIRE AVAILABLE

RESPONSE	CODES	FREQ	PERCENT	WGTD PCT
DROPOUT QUEX COMPLTE	2	1043	100.0%	100.0%
TOTALS:		1043	100.0%	100.0%

Question BYQ

Tape Pos. 577-577
Format: I1

F1BYQFLG BASE YEAR QUESTIONNAIRE AVAILABLE

RESPONSE	CODES	FREQ	PERCENT	WGTD PCT
DID NOT COMPLETE	0	278	26.7%	24.0%
COMPLETED BY QUEX	1	765	73.3%	76.0%
TOTALS:		1043	100.0%	100.0%

Question F1PANFLC

Tape Pos. 578-578
Format: I1

F1PANFLC BASE YEAR & 1FU QUESTIONNAIRES AVAILABLE

RESPONSE	CODES	FREQ	PERCENT	WGTD PCT
BY & 1FU NOT COMPLTE	0	278	26.7%	24.0%
BY AND 1FU COMPLETE	1	765	73.3%	76.0%
TOTALS:		1043	100.0%	100.0%

Question TXFLC

Tape Pos. 579-579
Format: I1

F1TXFLC = STUDENT TESTS AVAILABLE

NOTE: Since no special adjusted weight was created for cases with a completed questionnaire but without a cognitive test, given the low rate of test completion for dropouts as a separate group (less than 50%), it would not be possible to draw sound conclusions concerning tested achievement of dropouts considered as a separate group. Dropout test data therefore have not been included on this file.

Question F1NSSFLC

Tape Pos. 580-580
Format: I1

F1NSSFLC NEW STUDENT SUPPLEMENT AVAILABLE

RESPONSE	CODES	FREQ	PERCENT	WGTD PCT
SUPPLEMENT N/A OR MISSING	0	845	81.0%	81.0%
SUPPLEMENT COMPLETED	1	198	19.0%	19.0%
TOTALS:		1043	100.0%	100.0%

Question F1SMPFLG

Tape Pos. 581-581
Format: I1

F1SMPFLG SAMPLE MEMBER FLAG

RESPONSE	CODES	FREQ	PERCENT	WGTD PCT
EIGHTH GRADE COHORT	0	883	84.7%	83.4%
FRESHENED STUDENT	1	160	15.3%	16.6%
TOTALS:		1043	100.0%	100.0%

Question STAT

Tape Pos. 582-583
Format: I2

F1STAT STATUS OF SAMPLE MEMBER

RESPONSE	CODES	FREQ	PERCENT	WGTD PCT
PARTICIPATED	0	1043	100.0%	100.0%
TOTALS:		1043	100.0%	100.0%

Question F1SRVMTH

Tape Pos. 584-585
Format: I2

F1SRVMTH METHOD USED TO GATHER DATA

RESPONSE	CODES	FREQ	PERCENT	WGTD PCT
SELF-ADMINISTERED	0	746	71.5%	69.5%
TELE- MODIFIED DATA	1	41	3.9%	2.8%
TELEPHONE - PROXY	2	44	4.2%	5.0%
TELEPHONE - MEMBER	3	177	17.0%	19.9%
IN-PERSON - PROXY	4	19	1.8%	1.7%
IN-PERSON - MEMBER	5	16	1.5%	1.2%
TOTALS:		1043	100.0%	100.0%

Question F1DOSTAT

Tape Pos. 586-586
Format: I1

F1DOSTAT DROPOUT STATUS

RESPONSE	CODES	FREQ	PERCENT	WGTD PCT
DROPOUT, NO RETURN	4	1013	97.1%	97.8%
MORE THAN 1 EPISODE	5	30	2.9%	2.2%
TOTALS:		1043	100.0%	100.0%

Question SEX

Tape Pos. 587-587
Format: I1

F1SEX COMPOSITE SEX

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
MALE	1	551	52.8%	52.7%
FEMALE	2	492	47.2%	47.3%
TOTALS:		1043	100.0%	100.0%

Question RACE

Tape Pos. 588-588
Format: I1

F1RACE COMPOSITE RACE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
ASIAN,PACIFC ISLANDR	1	20	1.9%	1.6%
HISPANIC	2	227	21.8%	15.7%
BLACK, NOT HISPANIC	3	162	15.5%	21.9%
WHITE,NOT HISPANIC	4	585	56.1%	58.5%
AMER INDIAN,ALASKAN	5	24	2.3%	2.4%
RESERVED CODES:				
MISSING	8	25	2.4%	(MISS)
TOTALS:		1043	100.0%	100.0%

Question API

Tape Pos. 589-589
Format: I1

F1API ASIAN PACIFIC ISLANDER RACE COMPOSITE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NON-ASIAN	0	997	95.6%	98.2%
EAST ASIAN	1	13	1.2%	1.0%
PACIFIC ISLANDER	4	4	.4%	.6%
SPECIFIC API UNKNOWN	5	4	.4%	.2%
RESERVED CODES:				
MISSING	8	25	2.4%	(MISS)
TOTALS:		1043	100.0%	100.0%

Question SES

Tape Pos. 590-594
Format: R5.3

F1SES SOCIO-ECONOMIC STATUS COMPOSITE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
-3.043 TO 1.917	1.000	987	94.6%	100.0%
RESERVED CODES:				
MISSING	99.998	56	5.4%	(MISS)
TOTALS:		1043	100.0%	100.0%

Question SESQ

Tape Pos. 595-595
Format: I1

F1SESQ SOCIO-ECONOMIC QUARTILE

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
QUARTILE 1 LOW	1	608	58.3%	58.8%
QUARTILE 2	2	223	21.4%	21.2%
QUARTILE 3	3	109	10.5%	13.6%
QUARTILE 4 HIGH	4	47	4.5%	6.3%
RESERVED CODES:				
MISSING	8	56	5.4%	(MISS)
TOTALS:		1043	100.0%	100.0%

Question PARED

Tape Pos. 596-597
Format: I2

F1PARED PARENTS' HIGHEST EDUCATION LEVEL

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DID NOT FINISH H.S	1	348	33.4%	34.6%
HS GRADUATE OR GED	2	258	24.7%	22.3%
GR HS & LT 4YR DEG	3	292	28.0%	31.4%
COLLEGE GRAD	4	37	3.5%	3.4%
M.A. OR EQUIVALENT	5	10	1.0%	4.5%
PhD., M.D., OTHER	6	10	1.0%	.9%
DON'T KNOW	7	30	2.9%	2.9%
RESERVED CODES:				
MISSING	98	58	5.6%	(MISS)
TOTALS:		1043	100.0%	100.0%

Question F1LOCUS1

Tape Pos. 598-601
Format: R4.2

F1LOCUS1 = LOCUS OF CONTROL 1

NOTE: LOCUS of control composites and quartiles were not derived for dropouts as a separate group. If users are interested in using these composites and quartiles for drawing comparisons between dropouts and students, LOCUS of control composites and quartiles can be created by employing the special nonresponse adjusted weights. Information on how to construct composites and quartiles that are comparable with student composites and quartiles is presented in Appendix H.

Question F1LOCUS2

Tape Pos. 602-605
Format: R4.2

F1LOCUS2 = LOCUS OF CONTROL 2

NOTE: LOCUS of control composites and quartiles were not derived for dropouts as a separate group. If users are interested in using these composites and quartiles for drawing comparisons between dropouts and students, LOCUS of control composites and quartiles can be created by employing the special nonresponse adjusted weights. Information on how to construct composites and quartiles that are comparable with student composites and quartiles is presented in Appendix H.

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Question F1LOCU2Q

Tape Pos. 606-606
Format: I1

F1LOCU2Q = QUARTILE CODING OF VARIABLE F1LOCUS2

NOTE: LOCUS of control composites and quartiles were not derived for dropouts as a separate group. If users are interested in using these composites and quartiles for drawing comparisons between dropouts and students, LOCUS of control composites and quartiles can be created by employing the special nonresponse adjusted weights. Information on how to construct composites and quartiles that are comparable with student composites and quartiles is presented in Appendix H.

Question F1CNCPT1

Tape Pos. 607-610
Format: R4.2

F1CNCPT1 = SELF-CONCEPT 1

NOTE: SELF-CONCEPT composites and quartiles were not derived for dropouts as a separate group. If users are interested in using these composites and quartiles for drawing comparisons between dropouts and students, SELF-CONCEPT composites and quartiles can be created by employing the special nonresponse adjusted weights. Information on how to construct composites and quartiles that are comparable with student composites and quartiles is presented in Appendix H.

Question F1CNCPT2

Tape Pos. 611-614
Format: R4.2

F1CNCPT2 = SELF-CONCEPT 2

NOTE: SELF-CONCEPT composites and quartiles were not derived for dropouts as a separate group. If users are interested in using these composites and quartiles for drawing comparisons between dropouts and students, SELF-CONCEPT composites and quartiles can be created by employing the special nonresponse adjusted weights. Information on how to construct composites and quartiles that are comparable with student composites and quartiles is presented in Appendix H.

Question F1CNCP2Q

Tape Pos. 615-615
Format: I1

F1CNCP2Q = QUARTILE CODING OF VARIABLE F1CNCPT2

NOTE: SELF CONCEPT composites and quartiles were not derived for dropouts as a separate group. If users are interested in using these composites and quartiles for drawing comparisons between dropouts and students, SELF CONCEPT composites and quartiles can be created by employing the special nonresponse adjusted weights. Information on how to construct composites and quartiles that are comparable with student composites and quartiles is presented in Appendix H.

Question F1BIRTHM

Tape Pos. 616-617
Format: I2

F1BIRTHM BIRTH MONTH OF SAMPLE MEMBER

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
JANUARY	1	79	7.6%	7.9%
FEBRUARY	2	70	6.7%	8.3%
MARCH	3	72	6.9%	6.8%
APRIL	4	72	6.9%	6.6%
MAY	5	84	8.1%	7.8%
JUNE	6	78	7.5%	12.8%
JULY	7	72	6.9%	6.9%
AUGUST	8	84	8.1%	10.2%
SEPTEMBER	9	84	8.1%	6.8%
OCTOBER	10	91	8.7%	10.1%
NOVEMBER	11	65	6.2%	9.4%
DECEMBER	12	74	7.1%	6.4%
RESERVED CODES:				
MISSING	98	118	11.3%	(MISS)
TOTALS:		1043	100.0%	100.0%

Question F1BIRTHY

Tape Pos. 618-619
Format: I2

F1BIRTHY BIRTH YEAR OF SAMPLE MEMBER

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
1972	72	413	39.6%	36.0%
1973	73	379	36.3%	48.3%
1974	74	142	13.6%	15.7%
1975	75	1	.1%	.0%
RESERVED CODES:				
MISSING	98	108	10.4%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This variable was recoded by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Question DRPS89

Tape Pos. 620-620
Format: I1

F1DRPS89 STUDNT DROPPED OUT DURING SPRING 89 TERM

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
ACTUAL DATE	1	185	17.7%	14.5%
DISCOVERY DATE	2	157	15.1%	10.6%
ACTUAL DATE OTH	3	392	37.6%	40.9%
DISCOVERY DATE OTH	4	309	29.6%	34.0%
TOTALS:		1043	100.0%	100.0%

NOTE: See Appendix H for further explanation of this variable.

Question DRPF89

Tape Pos. 621-621
Format: I1

F1DRPF89 STUDENT DROPPED OUT DURING FALL 89 TERM

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
ACTUAL DATE	1	230	22.1%	22.7%
DISCOVERY DATE	2	85	8.1%	6.8%
ACTUAL DATE OTH	3	323	31.0%	30.2%
DISCOVERY DATE OTH	4	405	38.8%	40.3%
TOTALS:		1043	100.0%	100.0%

NOTE: See Appendix H for further explanation of this variable.

Question DRPS90

Tape Pos. 622-622
Format: I1

F1DRPS90 STUDNT DROPPED OUT DURING SPRING 90 TERM

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
ACTUAL DATE	1	209	20.0%	21.6%
DISCOVERY DATE	2	300	28.8%	34.1%
ACTUAL DATE OTH	3	388	37.2%	34.2%
DISCOVERY DATE OTH	4	146	14.0%	10.0%
TOTALS:		1043	100.0%	100.0%

NOTE: See Appendix H for further explanation of this variable.

Question HSPROG

Tape Pos. 623-623
Format: I1

F1HSPROG HS PROGRAM IN WHICH CASE IS/WAS ENROLLED

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
GENERAL HS PROGRAM	1	668	64.0%	71.2%
ACADEMIC PROGRAM	2	55	5.3%	8.7%
VOCATIONAL/TECHNICAL	3	127	12.2%	12.5%
OTHER HS PROGRAM	4	68	6.5%	7.7%
RESERVED CODES:				
MISSING	8	125	12.0%	(MISS)
TOTALS:		1043	100.0%	100.0%

Question FAMCOMP

Tape Pos. 624-625
Format: I2

FAMCOMP 1988 ADULT COMPOSITION OF HOUSEHOLD

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
MOTHER & FATHER	1	311	29.8%	41.1%
MOTHER & MALE GDN	2	106	10.2%	16.6%
FATHER & FEMALE GDN	3	27	2.6%	2.5%
OTH 2 ADULT FAMILIES	4	12	1.2%	5.7%
SINGLE MOTHER	5	219	21.0%	32.3%
SINGLE FATHER	6	17	1.6%	1.8%
RESERVED CODES:				
MISSING	98	351	33.7%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This variable was constructed using base year parent data and reflects sample members' family composition as of base year. See Appendix H for further explanation of this variable.

For variables F1TXRIRR to F1TXMGP4.

NOTE: Since no special adjusted weight was created for cases with a completed questionnaire but without a cognitive test, given the low rate of test completion for dropouts as a separate group (less than 50%), it would not be possible to draw sound conclusions concerning tested achievement of dropouts considered as a separate group. Dropout test data therefore have not been included on this file.

Question TXRIRR

Tape Pos. 626-629
Format: R4.2

F1TXRIRR = READING: IRT-ESTIMATED NUMBER RIGHT

Question TXRSTD

Tape Pos. 630-633
Format: R4.2

F1TXRSTD = READING: STANDARDIZED SCORE

Question TXRQ

Tape Pos. 634-634
Format: I1

F1TXRQ = READING: QUARTILE (1=LOW)

Question TXRG

Tape Pos. 635-639
Format: R5.2

F1TXRG = READING IRT-ESTIMATED GAIN BY TO FU1

Question TXMIRR

Tape Pos. 640-643
Format: R4.2

F1TXMIRR = MATH: IRT-ESTIMATED NUMBER RIGHT

Question TXMSTD

Tape Pos. 644-647
Format: R4.2

F1TXMSTD = MATH: STANDARDIZED SCORE

Question TXMQ

Tape Pos. 648-648
Format: I1

F1TXMQ = MATH: QUARTILE (1=LOW)

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QUESTIONNAIRE FIRST FOLLOW-UP NELS:88

Question TXMG
Tape Pos. 649-653
Format: R5.2

F1TXMG = MATH: IRT-ESTIMATED GAIN BY TO FU1

Question TXSIRR
Tape Pos. 654-657
Format: R4.2

F1TXSIRR = SCIENCE: IRT-ESTIMATED NUMBER RIGHT

Question TXSSTD
Tape Pos. 658-661
Format: R4.2

F1TXSSTD = SCIENCE: STANDARDIZED SCORE

Question TXSQ
Tape Pos. 662-662
Format: I1

F1TXSQ = SCIENCE: QUARTILE (1=LOW)

Question TXSG
Tape Pos. 663-667
Format: R5.2

F1TXSG = SCIENCE: IRT-ESTIMATED GAIN BY TO FU1

Question TXHIRR
Tape Pos. 668-671
Format: R4.2

F1TXHIRR = HIST/CIT/GEOG IRT-ESTIMATED NUMBER RIGHT

Question TXHSTD
Tape Pos. 672-675
Format: R4.2

F1TXHSTD = HIST/CIT/GEOG STANDARDIZED SCORE

Question TXHQ
Tape Pos. 676-676
Format: I1

F1TXHQ = HIST/CIT/GEOG QUARTILE (1=LOW)

Question TXHG
Tape Pos. 677-681
Format: R5.2

F1TXHG = HIST/CIT/GEOG IRT-EST. GAIN BY TO FU1

Question TXCOMP
Tape Pos. 682-685
Format: R4.2

F1TXCOMP = STANDARDIZD TEST COMPOSITE (READNG,MATH)

Question TXQURT
Tape Pos. 686-686
Format: I1

F1TXQURT = STANDARDIZED TEST QUARTILE (1=LOW)

Question TXRPL1
Tape Pos. 687-687
Format: I1

F1TXRPL1 = READING PROFICIENCY - LEVEL 1

Question TXRPL2
Tape Pos. 688-688
Format: I1

F1TXRPL2 = READING PROFICIENCY - LEVEL 2

Question TXRPRO
Tape Pos. 689-689
Format: I1

F1TXRPRO = OVERALL READING PROFICIENCY

Question TXRPP1
Tape Pos. 690-692
Format: R3.2

F1TXRPP1 = READING LEVEL 1: PROBABILITY OF PROF.

Question TXRPP2
Tape Pos. 693-695
Format: R3.2

F1TXRPP2 = READING LEVEL 2: PROBABILITY OF PROF.

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Question TXRCP1

Tape Pos. 696-699
Format: R4.2

F1TXRCP1 = READING LEVEL 1: GAIN IN PROBABILITY

Question TXRCP2

Tape Pos. 700-703
Format: R4.2

F1TXRCP2 = READING LEVEL 2: GAIN IN PROBABILITY

Question TXMPL1

Tape Pos. 704-704
Format: I1

F1TXMPL1 = MATH PROFICIENCY - LEVEL 1

Question TXMPL2

Tape Pos. 705-705
Format: I1

F1TXMPL2 = MATH PROFICIENCY - LEVEL 2

Question TXMPL3

Tape Pos. 706-706
Format: I1

F1TXMPL3 = MATH PROFICIENCY - LEVEL 3

Question TXMPL4

Tape Pos. 707-707
Format: I1

F1TXMPL4 = MATH PROFICIENCY - LEVEL 4

Question TXMPRO

Tape Pos. 708-708
Format: I1

F1TXMPRO = OVERALL MATH PROFICIENCY

Question TXMPP1

Tape Pos. 709-711
Format: R3.2

F1TXMPP1 = MATH LEVEL 1: PROBABILITY OF PROF. FU1

Question TXMPP2

Tape Pos. 712-714
Format: R3.2

F1TXMPP2 = MATH LEVEL 2: PROBABILITY OF PROF. FU1

Question TXMPP3

Tape Pos. 715-717
Format: R3.2

F1TXMPP3 = MATH LEVEL 3: PROBABILTY OF PROF. FU1

Question TXMPP4

Tape Pos. 718-720
Format: R3.2

F1TXMPP4 = MATH LEVEL 4: PROBABILITY OF PROF. FU1

Question TXMCP1

Tape Pos. 721-724
Format: R4.2

F1TXMCP1 = MATH LEVEL 1: GAIN IN PROBABILITY

Question TXMCP2

Tape Pos. 725-728
Format: R4.2

F1TXMCP2 = MATH LEVEL 2: GAIN IN PROBABLITY

Question TXMCP3

Tape Pos. 729-732
Format: R4.2

F1TXMCP3 = MATH LEVEL 3: GAIN IN PROBABILITY

Question TXMCP4

Tape Pos. 733-736
Format: R4.2

F1TXMCP4 = MATH LEVEL 4: GAIN IN PROBABILITY

END OF DROPOUT QUESTIONNAIRE FREQUENCIES

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BEGIN NEW STUDENT SUPPLEMENT FREQUENCIES

PART - I

Question 2

Tape Pos. 737-737
Format: I1

F1N2 WHAT IS RESPONDENT'S SEX

What is your sex?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
MALE	1	500	47.9%	52.3%
FEMALE	2	451	43.2%	47.7%
RESERVED CODES:				
NO BY OR NSS DATA		80	7.7%	(MISS)
MISSING	8	12	1.2%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

WHEN WE SAY PARENT(S), MOTHER, OR FATHER, ANSWER FOR THE PARENT/GUARDIAN OR STEPPARENT YOU LIVE WITH.

Question 4

Tape Pos. 738-738
Format: I1

F1N4 IS RESPONDENT'S MOTHER LIVING

Is your mother living?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	932	89.4%	99.2%
NO	2	11	1.1%	.8%
RESERVED CODES:				
NO BY OR NSS DATA		80	7.7%	(MISS)
MISSING	8	20	1.9%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

Question 5

Please describe the present or most recent job of your mother, stepmother or female guardian.

Question 5A

Tape Pos. 739-739
Format: I1

F1N5A IS R'S MOTHER'S WORKING/UNEMPLOYED

Is she currently working, unemployed, retired, or disabled?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
CURRENTLY WORKING	1	682	65.4%	73.3%
UNEMPLOYED	2	172	16.5%	15.9%
RETIRED	3	21	2.0%	4.2%
DISABLED	4	50	4.8%	6.6%
RESERVED CODES:				
NO BY OR NSS DATA		80	7.7%	(MISS)
REFUSAL	7	6	.6%	(MISS)
MISSING	8	21	2.0%	(MISS)
LEGITIMATE SKIP	9	11	1.1%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

If your mother is unemployed, retired, or disabled, answer the following questions for her most recent job. Also, if your mother works more than one job, please answer for the job you consider to be her major activity.

Question 5B

Tape Pos. 740-741
Format: I2

F1N5B WHAT IS R'S MOTHER'S OCCUPATION:

What kind of work does she normally do? That is, what is the job called? OCCUPATION.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
CLERICAL	1	104	10.0%	12.8%
CRAFTSPERSON	2	18	1.7%	1.7%
FARMER	3	1	.1%	.1%
HOMEMAKER/HOUSEWIFE	4	166	15.9%	14.0%
LABORER	5	33	3.2%	6.1%
MANAGER/ADMINISTRATOR	6	33	3.2%	4.8%
MILITARY	7	2	.2%	.1%
OPERATIVE	8	108	10.4%	8.3%
PROFESSIONAL (ACCOUNTANT)	9	38	3.6%	5.5%
PROFESSIONAL (MD, LAWYER)	10	1	.1%	.0%
PROPRIETOR/OWNER	11	7	.7%	.8%
PROTECTIVE SERVICE	12	4	.4%	.3%
SALES	13	28	2.7%	4.4%
SCHOOL TEACHER	14	10	1.0%	1.7%
SERVICE	15	257	24.6%	25.8%
TECHNICAL	16	4	.4%	.4%
NEVER WORKED	17	27	2.6%	3.8%
OTHER	18	82	7.9%	8.7%
DON'T KNOW	19	13	1.2%	.9%
RESERVED CODES:				
NO BY OR NSS DATA		80	7.7%	(MISS)
REFUSAL	97	2	.2%	(MISS)
MISSING	98	14	1.3%	(MISS)
LEGITIMATE SKIP	99	11	1.1%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

Question 6

Tape Pos. 742-742
Format: I1

F1N6 IS RESPONDENT'S FATHER LIVING

Is your father living?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	837	80.2%	90.0%
NO	2	92	8.8%	10.0%
RESERVED CODES:				
NO BY OR NSS DATA		80	7.7%	(MISS)
MISSING	8	34	3.3%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

Question 7

Please describe the present or most recent job of your father, stepfather or male guardian.

Question 7A

Tape Pos. 743-743
Format: I1

F1N7A IS R'S FATHER WORKING/UNEMPLOYED ETC.

Is he currently working, unemployed, retired, or disabled?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
CURRENTLY WORKING	1	638	61.2%	76.9%
UNEMPLOYED	2	73	7.0%	9.5%
RETIRED	3	21	2.0%	6.6%
DISABLED	4	59	5.7%	7.0%
RESERVED CODES:				
NO BY OR NSS DATA		80	7.7%	(MISS)
REFUSAL	7	31	3.0%	(MISS)
MISSING	8	49	4.7%	(MISS)
LEGITIMATE SKIP	9	92	8.8%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

If your father is unemployed, retired, or disabled, answer the following questions for his most recent job. Also, if your father works more than one job, please answer for the job you consider to be his major activity.

Question 7B

Tape Pos. 744-745
Format: I2

F1N7B WHAT IS R'S FATHER'S OCCUPATION:

What kind of work does he normally do? That is, what is the job called? OCCUPATION.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
CLERICAL	1	16	1.5%	1.2%
CRAFTSPERSON	2	143	13.7%	14.5%
FARMER	3	7	.7%	.7%
HOMEMAKER/HOUSEWIFE	4	2	.2%	.2%
LABORER	5	115	11.0%	13.9%
MANAGER/ADMINISTRATOR	6	46	4.4%	7.8%
MILITARY	7	6	.6%	.8%
OPERATIVE	8	217	20.8%	22.7%
PROFESSIONAL (ACCOUNTANT)	9	10	1.0%	.8%
PROFESSIONAL (MD, LAWYER)	10	7	.7%	.5%
PROPRIETOR/OWNER	11	24	2.3%	4.1%
PROTECTIVE SERVICE	12	17	1.6%	6.4%
SALES	13	21	2.0%	2.0%
SCHOOL TEACHER	14	1	.1%	.1%
SERVICE	15	51	4.9%	4.4%
TECHNICAL	16	11	1.1%	2.5%
NEVER WORKED	17	15	1.4%	2.2%
OTHER	18	114	10.9%	14.3%
DON'T KNOW	19	14	1.3%	1.1%
RESERVED CODES:				
NO BY OR NSS DATA		80	7.7%	(MISS)
REFUSAL	97	3	.3%	(MISS)
MISSING	98	31	3.0%	(MISS)
LEGITIMATE SKIP	99	92	8.8%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

Question 8

Next we would like to ask you for some background information.

Question 8A

Tape Pos. 746-746
Format: I1

F1N8A WHICH BEST DESCRIBES R'S RACE

Which best describes you?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
ASIAN OR PACIFIC ISLANDER	1	18	1.7%	1.6%
HISPANIC, REGARDLESS OF RACE	2	209	20.0%	15.6%
BLACK, NOT OF HISPANIC ORIGIN.	3	151	14.5%	22.1%
WHITE, NOT OF HISPANIC ORIGIN.	4	510	48.9%	55.0%
AMERICAN INDIAN/ALASKAN NATIVE	5	59	5.7%	5.7%
RESERVED CODES:				
NO BY OR NSS DATA		80	7.7%	(MISS)
MULTIPLE RESPONSE	6	2	.2%	(MISS)
REFUSAL	7	1	.1%	(MISS)
MISSING	8	13	1.2%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

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Question 8B

Tape Pos. 747-748
Format: I2

F1N8B DESCRIBE R'S API BACKGROUND

Which of these best describes your background?
ASIAN OR PACIFIC ISLANDER

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
CHINESE	1	3	.3%	12.3%
FILIPINO	2	3	.3%	14.5%
JAPANESE	3	3	.3%	19.3%
KOREAN	4	3	.3%	11.4%
SOUTHEAST ASIAN (VIETNAMESE, LAOTIAN, CAMBODIAN/KAMPUCHEAN, THAI, ETC.)	5	1	.1%	.8%
PACIFIC ISLANDER (SAMOAN, GUAMANIAN, ETC.)	6	4	.4%	35.2%
OTHER ASIAN	10	2	.2%	6.5%
RESERVED CODES:				
NO BY OR NSS DATA		80	7.7%	(MISS)
REFUSAL	97	1	.1%	(MISS)
MISSING	98	14	1.3%	(MISS)
LEGITIMATE SKIP	99	929	89.1%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

Question 8C

Tape Pos. 749-749
Format: I1

F1N8C DESCRIBE R'S HISPANIC BACKGROUND

Which of these best describes your background?
HISPANIC

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
MEXICAN, MEXICAN-AMERICAN, CHICANO	1	149	14.3%	71.9%
CUBAN	2	3	.3%	1.2%
PUERTO RICAN	3	36	3.5%	16.7%
OTHER HISPANIC	4	20	1.9%	10.2%
RESERVED CODES:				
NO BY OR NSS DATA		80	7.7%	(MISS)
REFUSAL	7	2	.2%	(MISS)
MISSING	8	15	1.4%	(MISS)
LEGITIMATE SKIP	9	738	70.8%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

Question 9

Tape Pos. 750-750
Format: I1

F1N9 WHAT IS HISPANIC R'S RACE

What is your race?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
BLACK HISPANIC	1	11	1.1%	5.3%
WHITE HISPANIC	2	116	11.1%	52.3%
OTHER HISPANIC	3	77	7.4%	42.3%
RESERVED CODES:				
NO BY OR NSS DATA		80	7.7%	(MISS)
REFUSAL	7	2	.2%	(MISS)
MISSING	8	19	1.8%	(MISS)
LEGITIMATE SKIP	9	738	70.8%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

Question 10

Tape Pos. 751-751
Format: I1

F1N10 RESPONDENT'S 8TH GRADE SCHOOL TYPE

What best describes the school that you attended when you were in 8th grade?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
PUBLIC	1	184	17.6%	94.6%
PRIVATE RELIGIOUS	2	7	.7%	3.2%
PRIVATE NON-RELIGIOUS	3	1	.1%	.2%
DON'T KNOW	4	4	.4%	2.0%
RESERVED CODES:				
BY RESPONDENTS NOT MAPPED...		765	73.3%	(MISS)
NO BY OR NSS DATA		80	7.7%	(MISS)
MISSING	8	2	.2%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This variable includes data only for base year nonrespondents and freshened students who completed a new student supplement in the first follow-up; no base year data have been mapped into this variable. For frequencies on 8th grade school type which include base year data, see G8CTRL2.

WARNING: For the user's convenience, this display distinguishes between types of missing cases coded blank. However, because both types of missings are coded blank, SPSS and SAS runs will not be able to distinguish between them.

PART - II

Question 11

Tape Pos. 752-752
Format: I1

F1N11 DID R SPEAK A LANGUAGE OTH THAN ENGLISH

Before you started going to school, did you speak any language other than English?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	201	19.3%	16.6%
NO	2	751	72.0%	83.4%
RESERVED CODES:				
NO BY OR NSS DATA		80	7.7%	(MISS)
MISSING	8	11	1.1%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

Question 12

Tape Pos. 753-754
Format: I2

F1N12 1ST LANGUAGE R LEARNED TO SPEAK

What was the first language you learned to speak when you were a child?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
ENGLISH	1	37	3.5%	17.8%
SPANISH	2	133	12.8%	61.8%
CHINESE	3	2	.2%	1.2%
KOREAN	5	1	.1%	.5%
ITALIAN	7	1	.1%	.3%
FRENCH	8	7	.7%	8.0%
GERMAN	9	3	.3%	1.0%
POLISH	11	1	.1%	.4%
OTHER	15	13	1.2%	8.9%
RESERVED CODES:				
NO BY OR NSS DATA		80	7.7%	(MISS)
MULTIPLE RESPONSE	96	3	.3%	(MISS)
MISSING	98	11	1.1%	(MISS)
LEGITIMATE SKIP	99	751	72.0%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

Question 13

Tape Pos. 755-756
Format: I2

F1N13 OTHER LANGUAGE R SPOKE BEFORE SCHOOL

What OTHER language did you begin to speak before you started going to school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
ENGLISH	1	71	6.8%	36.9%
SPANISH	2	54	5.2%	22.2%
JAPANESE	4	1	.1%	.5%
KOREAN	5	1	.1%	.6%
A FILIPINO LANGUAGE	6	2	.2%	1.5%
ITALIAN	7	2	.2%	1.0%
FRENCH	8	3	.3%	1.0%
GERMAN	9	1	.1%	.7%
POLISH	11	1	.1%	.4%
NONE	15	48	4.6%	28.1%
OTHER	16	7	.7%	7.1%
RESERVED CODES:				
NO BY OR NSS DATA		80	7.7%	(MISS)
MULTIPLE RESPONSE	96	7	.7%	(MISS)
MISSING	98	14	1.3%	(MISS)
LEGITIMATE SKIP	99	751	72.0%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

Question 14

Tape Pos. 757-758
Format: I2

F1N14 WHAT LANGUAGE DOES R USUALLY SPEAK NOW

What language do you USUALLY speak NOW?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
ENGLISH	1	713	68.4%	92.7%
SPANISH	2	41	3.9%	6.1%
CHINESE	3	1	.1%	.0%
ITALIAN	7	1	.1%	.1%
FRENCH	8	2	.2%	.6%
GERMAN	9	1	.1%	.1%
OTHER	15	6	.6%	.4%
RESERVED CODES:				
NO BY OR NSS DATA		80	7.7%	(MISS)
MULTIPLE RESPONSE	96	14	1.3%	(MISS)
MISSING	98	25	2.4%	(MISS)
LEGITIMATE SKIP	99	159	15.2%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

Question 15

Tape Pos. 759-760
Format: I2

F1N15 LANGUAGE OTHER THAN ENGLISH R USES NOW

What language, other than English, do you currently use most often?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SPANISH	1	165	15.8%	70.0%
CHINESE	2	1	.1%	3.7%
A FILIPINO LANGUAGE	5	3	.3%	1.8%
ITALIAN	6	1	.1%	.3%
FRENCH	7	6	.6%	2.1%
GERMAN	8	4	.4%	2.0%
PORTUGESE	11	1	.1%	.5%
NONE	14	10	1.0%	9.9%
OTHER	15	23	2.2%	9.9%
RESERVED CODES:				
NO BY OR NSS DATA		80	7.7%	(MISS)
MULTIPLE RESPONSE	96	1	.1%	(MISS)
REFUSAL	97	1	.1%	(MISS)
MISSING	98	27	2.6%	(MISS)
LEGITIMATE SKIP	99	720	69.0%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

Question 16

With regard to THAT LANGUAGE, how well do you do the following? How well do you ...

Question 16A

Tape Pos. 761-761
Format: I1

F1N16A R UNDERSTAND LANGUAGE WHEN SPOKEN BY OTH

understand that language when people speak it?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY WELL	1	19	1.8%	54.4%
WELL	3	11	1.1%	42.6%
NOT VERY WELL	4	2	.2%	3.0%
RESERVED CODES:				
BY RESPONDENTS NOT MAPPED...		765	73.3%	(MISS)
NO BY OR NSS DATA		80	7.7%	(MISS)
MISSING	8	3	.3%	(MISS)
LEGITIMATE SKIP	9	163	15.6%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: Although this variable does not include base year data, values were recoded to match equivalent categories on base year question BYS25.

WARNING: For the user's convenience, this display distinguishes between types of missing cases coded blank. However, because both types of missings are coded blank., SPSS and SAS runs will not be able to distinguish between them.

Question 16B

Tape Pos. 762-762
Format: I1

F1N16B HOW WELL DOES R SPEAK THAT LANGUAGE

speak that language?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY WELL	1	15	1.4%	37.8%
WELL	3	13	1.2%	53.9%
NOT VERY WELL	4	3	.3%	8.3%
RESERVED CODES:				
BY RESPONDENTS NOT MAPPED...		765	73.3%	(MISS)
NO BY OR NSS DATA		80	7.7%	(MISS)
MISSING	8	4	.4%	(MISS)
LEGITIMATE SKIP	9	163	15.6%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: Although this variable does not include base year data, values were recoded to match equivalent categories on base year question BYS25.

WARNING: For the user's convenience, this display distinguishes between types of missing cases coded blank. However, because both types of missings are coded blank, SPSS and SAS runs will not be able to distinguish between them.

Question 16C

Tape Pos. 763-763
Format: I1

F1N16C HOW WELL DOES R READ THAT LANGUAGE

read that language?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY WELL	1	6	.6%	15.3%
WELL	3	9	.9%	24.1%
NOT VERY WELL	4	10	1.0%	31.9%
NOT AT ALL	5	6	.6%	28.7%
RESERVED CODES:				
BY RESPONDENTS NOT MAPPED...		765	73.3%	(MISS)
NO BY OR NSS DATA		80	7.7%	(MISS)
MISSING	8	4	.4%	(MISS)
LEGITIMATE SKIP	9	163	15.6%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: Although this variable does not include base year data, values were recoded to match equivalent categories on base year question BYS25.

WARNING: For the user's convenience, this display distinguishes between types of missing cases coded blank. However, because both types of missings are coded blank, SPSS and SAS runs will not be able to distinguish between them.

Question 16D

Tape Pos. 764-764
Format: I1

F1N16D HOW WELL DOES R WRITE THAT LANGUAGE

write that language?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY WELL	1	4	.4%	12.7%
WELL	3	6	.6%	8.1%
NOT VERY WELL	4	14	1.3%	49.2%
NOT AT ALL	5	7	.7%	30.0%
RESERVED CODES:				
BY RESPONDENTS NOT MAPPED...		765	73.3%	(MISS)
NO BY OR NSS DATA		80	7.7%	(MISS)
MISSING	8	4	.4%	(MISS)
LEGITIMATE SKIP	9	163	15.6%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: Although this variable does not include base year data, values were recoded to match equivalent categories on base year question BYS25.

WARNING: For the user's convenience, this display distinguishes between types of missing cases coded blank. However, because both types of missings are coded blank, SPSS and SAS runs will not be able to distinguish between them.

Question 17

How well do you do the following?

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Question 17A

Tape Pos. 765-765
Format: I1

F1N17A R UNDERSTANDS ENGLISH WHEN SPOKEN BY OTH

Understand spoken English

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY WELL	1	26	2.5%	74.9%
WELL	3	8	.8%	20.9%
NOT VERY WELL	4	1	.1%	4.2%
RESERVED CODES:				
BY RESPONDENTS NOT MAPPED...		765	73.3%	(MISS)
NO BY OR NSS DATA		80	7.7%	(MISS)
REFUSAL	7	2	.2%	(MISS)
MISSING	8	2	.2%	(MISS)
LEGITIMATE SKIP	9	159	15.2%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: Although this variable does not include base year data, values were recoded to match equivalent categories on base year question BYS27.

WARNING: For the user's convenience, this display distinguishes between types of missing cases coded blank. However, because both types of missings are coded blank, SPSS and SAS runs will not be able to distinguish between them.

Question 17B

Tape Pos. 766-766
Format: I1

F1N17B HOW WELL DOES R SPEAK ENGLISH

Speak English

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY WELL	1	27	2.6%	77.9%
WELL	3	7	.7%	17.8%
NOT VERY WELL	4	1	.1%	4.3%
RESERVED CODES:				
BY RESPONDENTS NOT MAPPED...		765	73.3%	(MISS)
NO BY OR NSS DATA		80	7.7%	(MISS)
REFUSAL	7	2	.2%	(MISS)
MISSING	8	2	.2%	(MISS)
LEGITIMATE SKIP	9	159	15.2%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: Although this variable does not include base year data, values were recoded to match equivalent categories on base year question BYS27.

WARNING: For the user's convenience, this display distinguishes between types of missing cases coded blank. However, because both types of missings are coded blank, SPSS and SAS runs will not be able to distinguish between them.

Question 17C

Tape Pos. 767-767
Format: I1

F1N17C HOW WELL DOES R READ ENGLISH

Read English

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY WELL	1	24	2.3%	63.2%
WELL	3	8	.8%	29.5%
NOT VERY WELL	4	2	.2%	6.3%
NOT AT ALL	5	1	.1%	1.0%
RESERVED CODES:				
BY RESPONDENTS NOT MAPPED...		765	73.3%	(MISS)
NO BY OR NSS DATA		80	7.7%	(MISS)
REFUSAL	7	2	.2%	(MISS)
MISSING	8	2	.2%	(MISS)
LEGITIMATE SKIP	9	159	15.2%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: Although this variable does not include base year data, values were recoded to match equivalent categories on base year question BYS27.

WARNING: For the user's convenience, this display distinguishes between types of missing cases coded blank. However, because both types of missings are coded blank, SPSS and SAS runs will not be able to distinguish between them.

Question 17D

Tape Pos. 768-768
Format: I1

F1N17D HOW WELL DOES R WRITE ENGLISH

Write English

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY WELL	1	24	2.3%	70.2%
WELL	3	7	.7%	19.9%
NOT VERY WELL	4	3	.3%	8.9%
NOT AT ALL	5	1	.1%	1.0%
RESERVED CODES:				
BY RESPONDENTS NOT MAPPED...		765	73.3%	(MISS)
NO BY OR NSS DATA		80	7.7%	(MISS)
REFUSAL	7	2	.2%	(MISS)
MISSING	8	2	.2%	(MISS)
LEGITIMATE SKIP	9	159	15.2%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: Although this variable does not include base year data, values were recoded to match equivalent categories on base year question BYS27.

WARNING: For the user's convenience, this display distinguishes between types of missing cases coded blank. However, because both types of missings are coded blank, SPSS and SAS runs will not be able to distinguish between them.

Question 18

Tape Pos. 769-769
Format: I1

F1N18 DID R EVER RECEIVE SPECIAL HELP IN SCHL

Have you ever received special help in reading, writing, or speaking English during school hours?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	41	3.9%	28.2%
NO	2	149	14.3%	71.8%
RESERVED CODES:				
NO BY OR NSS DATA		80	7.7%	(MISS)
MISSING	8	97	9.3%	(MISS)
LEGITIMATE SKIP	9	676	64.8%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

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Question 19

In which grade(s) were you enrolled in this type of program?

Question 19A

Tape Pos. 770-770
Format: I1

F1N19A R ENROLLED IN THIS PROGRAM IN 1ST GRADE

1st grade

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	19	1.8%	38.2%
DOES NOT APPLY	2	23	2.2%	61.8%
RESERVED CODES:				
NO BY OR NSS DATA		80	7.7%	(MISS)
MISSING	8	96	9.2%	(MISS)
LEGITIMATE SKIP	9	825	79.1%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

Question 19B

Tape Pos. 771-771
Format: I1

F1N19B R ENROLLED IN THIS PROGRAM IN 2ND GRADE

2nd grade

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	15	1.4%	21.7%
DOES NOT APPLY	2	27	2.6%	78.3%
RESERVED CODES:				
NO BY OR NSS DATA		80	7.7%	(MISS)
MISSING	8	96	9.2%	(MISS)
LEGITIMATE SKIP	9	825	79.1%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

Question 19C

Tape Pos. 772-772
Format: I1

F1N19C R ENROLLED IN THIS PROGRAM IN 3RD GRADE

3rd grade

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	12	1.2%	15.4%
DOES NOT APPLY	2	30	2.9%	84.6%
RESERVED CODES:				
NO BY OR NSS DATA		80	7.7%	(MISS)
MISSING	8	96	9.2%	(MISS)
LEGITIMATE SKIP	9	825	79.1%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

Question 19D

Tape Pos. 773-773
Format: I1

F1N19D R ENROLLED IN THIS PROGRAM IN 4TH GRADE

4th grade

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	12	1.2%	30.6%
DOES NOT APPLY	2	30	2.9%	69.4%
RESERVED CODES:				
NO BY OR NSS DATA		80	7.7%	(MISS)
MISSING	8	96	9.2%	(MISS)
LEGITIMATE SKIP	9	825	79.1%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

Question 19E

Tape Pos. 774-774
Format: I1

F1N19E R ENROLLED IN THIS PROGRAM IN 5TH GRADE

5th grade

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	14	1.3%	52.0%
DOES NOT APPLY	2	28	2.7%	48.0%
RESERVED CODES:				
NO BY OR NSS DATA		80	7.7%	(MISS)
MISSING	8	96	9.2%	(MISS)
LEGITIMATE SKIP	9	825	79.1%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

Question 19F

Tape Pos. 775-775
Format: I1

F1N19F R ENROLLED IN THIS PROGRAM IN 6TH GRADE

6th grade

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	14	1.3%	23.0%
DOES NOT APPLY	2	28	2.7%	77.0%
RESERVED CODES:				
NO BY OR NSS DATA		80	7.7%	(MISS)
MISSING	8	96	9.2%	(MISS)
LEGITIMATE SKIP	9	825	79.1%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

Question 19G

Tape Pos. 776-776
Format: I1

F1N19G R ENROLLED IN THIS PROGRAM IN 7TH GRADE

7th grade

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	9	.9%	11.3%
DOES NOT APPLY	2	33	3.2%	88.7%
RESERVED CODES:				
NO BY OR NSS DATA		80	7.7%	(MISS)
MISSING	8	96	9.2%	(MISS)
LEGITIMATE SKIP	9	825	79.1%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

Question 19H

Tape Pos. 777-777
Format: I1

F1N19H R ENROLLED IN THIS PROGRAM IN 8TH GRADE

8th grade

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	8	.8%	12.4%
DOES NOT APPLY	2	34	3.3%	87.6%
RESERVED CODES:				
NO BY OR NSS DATA		80	7.7%	(MISS)
MISSING	8	96	9.2%	(MISS)
LEGITIMATE SKIP	9	825	79.1%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

Question 19I

Tape Pos. 778-778
Format: I1

F1N19I R ENROLLED IN THIS PROGRAM IN 9TH GRADE

9th grade

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1	.1%	69.3%
DOES NOT APPLY	2	1	.1%	30.7%
RESERVED CODES:				
BY RESPONDENTS NOT MAPPED		765	73.3%	(MISS)
NO BY OR NSS DATA		80	7.7%	(MISS)
MISSING	8	66	6.3%	(MISS)
LEGITIMATE SKIP	9	130	12.5%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: No comparable item existed in the base year. As such this variable does not include base year data.

WARNING: For the user's convenience, this display distinguishes between types of missing cases coded blank. However, because both types of missings are coded blank, SPSS and SAS runs will not be able to distinguish between them.

Question 19J

Tape Pos. 779-779
Format: I1

F1N19J R ENROLLED IN THIS PROGRAM IN 10TH GRADE

10th grade

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1	.1%	69.3%
DOES NOT APPLY	2	1	.1%	30.7%
RESERVED CODES:				
BY RESPONDENTS NOT MAPPED		765	73.3%	(MISS)
NO BY OR NSS DATA		80	7.7%	(MISS)
MISSING	8	66	6.3%	(MISS)
LEGITIMATE SKIP	9	130	12.5%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: No comparable item existed in the base year. As such this variable does not include base year data.

WARNING: For the user's convenience, this display distinguishes between types of missing cases coded blank. However, because both types of missings are coded blank, SPSS and SAS runs will not be able to distinguish between them.

Question 20

How far in school did your parents go?

Question 20A

Tape Pos. 780-781
Format: I2

F1N20A HOW FAR IN SCHOOL DID R'S FATHER GO

Father (or male guardian)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DID NOT FINISH HIGH SCHOOL	1	354	33.9%	36.6%
GRADUATED FROM HIGH SCHOOL OR EQUIVALENT (GED)	2	229	22.0%	22.4%
AFTER GRADUATING FROM HIGH SCHOOL, ATTENDED A VOCATIONAL SCHOOL, A JUNIOR COLLEGE, A COMMUNITY COLLEGE, OR ANOTHER TYPE OF TWO-YEAR SCHOOL	3	61	5.8%	7.4%
AFTER GRADUATING FROM HIGH SCHOOL, WENT TO COLLEGE BUT DID NOT COMPLETE A FOUR-YEAR DEGREE	4	38	3.6%	3.9%
GRADUATED FROM COLLEGE	5	32	3.1%	4.5%
MASTER'S DEGREE OR EQUIVALENT	6	14	1.3%	2.0%
PH.D., M.D., OR OTHER EQUIVALENT PROFESSIONAL DEGREE	7	9	.9%	.6%
DON'T KNOW	8	176	16.9%	22.6%
RESERVED CODES:				
NO BY OR NSS DATA		80	7.7%	(MISS)
REFUSAL	97	10	1.0%	(MISS)
MISSING	98	40	3.8%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

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Question 20B

Tape Pos. 782-783
Format: I2

F1N20B HOW FAR IN SCHOOL DID R'S MOTHER GO

Mother (or female guardian)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DID NOT FINISH HIGH SCHOOL....	1	375	36.0%	34.6%
GRADUATED FROM HIGH SCHOOL OR EQUIVALENT (GED)...........	2	290	27.8%	29.9%
AFTER GRADUATING FROM HIGH SCHOOL, ATTENDED A VOCATIONAL SCHOOL, A JUNIOR COLLEGE, A COMMUNITY COLLEGE, OR ANOTHER TYPE OF TWO-YEAR SCHOOL.......	3	50	4.8%	7.9%
AFTER GRADUATING FROM HIGH SCHOOL, WENT TO COLLEGE BUT DID NOT COMPLETE A FOUR-YEAR DEGREE....................	4	40	3.8%	6.7%
GRADUATED FROM COLLEGE........	5	29	2.8%	2.3%
MASTER'S DEGREE OR EQUIVALENT.	6	13	1.2%	1.5%
PH.D., M.D., OR OTHER EQUIVALENT PROFESSIONAL DEGREE........................	7	16	1.5%	3.4%
DON'T KNOW....................	8	125	12.0%	13.7%
RESERVED CODES:				
NO BY OR NSS DATA		80	7.7%	(MISS)
REFUSAL......................	97	6	.6%	(MISS)
MISSING......................	98	19	1.8%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

Question 21

Which of the following does your family have in your home?

Question 21A

Tape Pos. 784-784
Format: I1

F1N21A FAMILY HAS A SPECIFIC PLACE FOR STUDY

A specific place for study

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
HAVE..........................	1	315	30.2%	39.7%
DO NOT HAVE...................	2	531	50.9%	60.3%
RESERVED CODES:				
NO BY OR NSS DATA		80	7.7%	(MISS)
REFUSAL......................	7	1	.1%	(MISS)
MISSING......................	8	116	11.1%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

Question 21B

Tape Pos. 785-785
Format: I1

F1N21B DOES FAMILY RECEIVE A DAILY NEWSPAPER

A daily newspaper

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
HAVE..........................	1	541	51.9%	61.2%
DO NOT HAVE...................	2	317	30.4%	38.8%
RESERVED CODES:				
NO BY OR NSS DATA		80	7.7%	(MISS)
REFUSAL......................	7	1	.1%	(MISS)
MISSING......................	8	104	10.0%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

Question 21C

Tape Pos. 786-786
Format: I1

F1N21C DOES FAMILY REGULARLY RECEIVE A MAGAZINE

Regularly received magazine

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
HAVE..........................	1	459	44.0%	57.3%
DO NOT HAVE...................	2	391	37.5%	42.7%
RESERVED CODES:				
NO BY OR NSS DATA		80	7.7%	(MISS)
REFUSAL......................	7	1	.1%	(MISS)
MISSING......................	8	112	10.7%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

Question 21D

Tape Pos. 787-787
Format: I1

F1N21D DOES FAMILY HAVE AN ENCYCLOPEDIA

An encyclopedia

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
HAVE..........................	1	598	57.3%	70.0%
DO NOT HAVE...................	2	262	25.1%	30.0%
RESERVED CODES:				
NO BY OR NSS DATA		80	7.7%	(MISS)
REFUSAL......................	7	1	.1%	(MISS)
MISSING......................	8	102	9.8%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

Question 21E

Tape Pos. 788-788
Format: I1

F1N21E DOES FAMILY HAVE AN ATLAS

An atlas

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
HAVE	1	408	39.1%	49.1%
DO NOT HAVE	2	438	42.0%	50.9%
RESERVED CODES:				
NO BY OR NSS DATA		80	7.7%	(MISS)
REFUSAL	7	1	.1%	(MISS)
MISSING	8	116	11.1%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

Question 21F

Tape Pos. 789-789
Format: I1

F1N21F DOES FAMILY HAVE A DICTIONARY

A dictionary

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
HAVE	1	799	76.6%	94.0%
DO NOT HAVE	2	63	6.0%	6.0%
RESERVED CODES:				
NO BY OR NSS DATA		80	7.7%	(MISS)
MULTIPLE RESPONSE	6	2	.2%	(MISS)
REFUSAL	7	1	.1%	(MISS)
MISSING	8	98	9.4%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

Question 21G

Tape Pos. 790-790
Format: I1

F1N21G DOES FAMILY HAVE A TYPEWRITER

Typewriter

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
HAVE	1	452	43.3%	52.8%
DO NOT HAVE	2	396	38.0%	47.2%
RESERVED CODES:				
NO BY OR NSS DATA		80	7.7%	(MISS)
REFUSAL	7	1	.1%	(MISS)
MISSING	8	114	10.9%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

Question 21H

Tape Pos. 791-791
Format: I1

F1N21H DOES FAMILY HAVE A COMPUTER

Computer

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
HAVE	1	189	18.1%	24.7%
DO NOT HAVE	2	651	62.4%	75.3%
RESERVED CODES:				
NO BY OR NSS DATA		80	7.7%	(MISS)
REFUSAL	7	1	.1%	(MISS)
MISSING	8	122	11.7%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

Question 21I

Tape Pos. 792-792
Format: I1

F1N21I DOES FAMILY HAVE AN ELECTRIC DISHWASHER

Electric dishwasher

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
HAVE	1	275	26.4%	38.9%
DO NOT HAVE	2	568	54.5%	61.1%
RESERVED CODES:				
NO BY OR NSS DATA		80	7.7%	(MISS)
REFUSAL	7	1	.1%	(MISS)
MISSING	8	119	11.4%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

Question 21J

Tape Pos. 793-793
Format: I1

F1N21J DOES FAMILY HAVE A CLOTHES DRYER

Clothes dryer

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
HAVE	1	612	58.7%	73.6%
DO NOT HAVE	2	248	23.8%	26.4%
RESERVED CODES:				
NO BY OR NSS DATA		80	7.7%	(MISS)
REFUSAL	7	1	.1%	(MISS)
MISSING	8	102	9.8%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

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Question 21K

Tape Pos. 794-794
Format: I1

F1N21K DOES FAMILY HAVE A WASHING MACHINE

Washing machine

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
HAVE	1	772	74.0%	90.8%
DO NOT HAVE	2	100	9.6%	9.2%
RESERVED CODES:				
NO BY OR NSS DATA		80	7.7%	(MISS)
MULTIPLE RESPONSE	6	1	.1%	(MISS)
REFUSAL	7	1	.1%	(MISS)
MISSING	8	89	8.5%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

Question 21L

Tape Pos. 795-795
Format: I1

F1N21L DOES FAMILY HAVE A MICROWAVE OVEN

Microwave oven

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
HAVE	1	598	57.3%	69.7%
DO NOT HAVE	2	261	25.0%	30.3%
RESERVED CODES:				
NO BY OR NSS DATA		80	7.7%	(MISS)
REFUSAL	7	1	.1%	(MISS)
MISSING	8	103	9.9%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

Question 21M

Tape Pos. 796-796
Format: I1

F1N21M DOES FAMILY HAVE MORE THAN 50 BOOKS

More than 50 books

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
HAVE	1	627	60.1%	73.7%
DO NOT HAVE	2	224	21.5%	26.3%
RESERVED CODES:				
NO BY OR NSS DATA		80	7.7%	(MISS)
REFUSAL	7	1	.1%	(MISS)
MISSING	8	111	10.6%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

Question 21N

Tape Pos. 797-797
Format: I1

F1N21N DOES FAMILY HAVE A VCR

VCR

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
HAVE	1	655	62.8%	77.4%
DO NOT HAVE	2	211	20.2%	22.6%
RESERVED CODES:				
NO BY OR NSS DATA		80	7.7%	(MISS)
MULTIPLE RESPONSE	6	1	.1%	(MISS)
REFUSAL	7	1	.1%	(MISS)
MISSING	8	95	9.1%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

Question 21O

Tape Pos. 798-798
Format: I1

F1N21O DOES FAMILY HAVE A POCKET CALCULATOR

Pocket calculator

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
HAVE	1	755	72.4%	89.5%
DO NOT HAVE	2	97	9.3%	10.5%
RESERVED CODES:				
NO BY OR NSS DATA		80	7.7%	(MISS)
REFUSAL	7	1	.1%	(MISS)
MISSING	8	110	10.5%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

Question 21P

Tape Pos. 799-799
Format: I1

F1N21P DOES R HAVE OWN ROOM

A room of your own

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
HAVE	1	698	66.9%	82.2%
DO NOT HAVE	2	176	16.9%	17.8%
RESERVED CODES:				
NO BY OR NSS DATA		80	7.7%	(MISS)
MULTIPLE RESPONSE	6	1	.1%	(MISS)
REFUSAL	7	1	.1%	(MISS)
MISSING	8	87	8.3%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

Question 22

Tape Pos. 800-800
Format: I1

F1N22 HAS R EVER BEEN HELD BACK A GRADE IN SCH

Were you ever held back (made to repeat) a grade in school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO	1	249	23.9%	33.4%
YES, I REPEATED	2	573	54.9%	66.6%
RESERVED CODES:				
NO BY OR NSS DATA		80	7.7%	(MISS)
MISSING	8	141	13.5%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

GRADES REPEATED:

Question 22A

Tape Pos. 801-801
Format: I1

F1N22A R REPEATED KINDERGARTEN

Kindergarten

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	38	3.6%	5.1%
DOES NOT APPLY	2	572	54.8%	94.9%
RESERVED CODES:				
NO BY OR NSS DATA		80	7.7%	(MISS)
MISSING	8	104	10.0%	(MISS)
LEGITIMATE SKIP	9	249	23.9%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

Question 22B

Tape Pos. 802-802
Format: I1

F1N22B R REPEATED GRADE 1

Grade 1

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	136	13.0%	23.0%
DOES NOT APPLY	2	474	45.4%	77.0%
RESERVED CODES:				
NO BY OR NSS DATA		80	7.7%	(MISS)
MISSING	8	104	10.0%	(MISS)
LEGITIMATE SKIP	9	249	23.9%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

Question 22C

Tape Pos. 803-803
Format: I1

F1N22C R REPEATED GRADE 2

Grade 2

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	65	6.2%	10.1%
DOES NOT APPLY	2	545	52.3%	89.9%
RESERVED CODES:				
NO BY OR NSS DATA		80	7.7%	(MISS)
MISSING	8	104	10.0%	(MISS)
LEGITIMATE SKIP	9	249	23.9%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

Question 22D

Tape Pos. 804-804
Format: I1

F1N22D R REPEATED GRADE 3

Grade 3

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	81	7.8%	11.1%
DOES NOT APPLY	2	529	50.7%	88.9%
RESERVED CODES:				
NO BY OR NSS DATA		80	7.7%	(MISS)
MISSING	8	104	10.0%	(MISS)
LEGITIMATE SKIP	9	249	23.9%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

Question 22E

Tape Pos. 805-805
Format: I1

F1N22E R REPEATED GRADE 4

Grade 4

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	56	5.4%	9.7%
DOES NOT APPLY	2	554	53.1%	90.3%
RESERVED CODES:				
NO BY OR NSS DATA		80	7.7%	(MISS)
MISSING	8	104	10.0%	(MISS)
LEGITIMATE SKIP	9	249	23.9%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

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Question 22F

Tape Pos. 806-806
Format: I1

F1N22F R REPEATED GRADE 5

Grade 5

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	65	6.2%	10.4%
DOES NOT APPLY	2	545	52.3%	89.6%
RESERVED CODES:				
NO BY OR NSS DATA		80	7.7%	(MISS)
MISSING	8	104	10.0%	(MISS)
LEGITIMATE SKIP	9	249	23.9%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

Question 22G

Tape Pos. 807-807
Format: I1

F1N22G R REPEATED GRADE 6

Grade 6

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	77	7.4%	13.4%
DOES NOT APPLY	2	533	51.1%	86.6%
RESERVED CODES:				
NO BY OR NSS DATA		80	7.7%	(MISS)
MISSING	8	104	10.0%	(MISS)
LEGITIMATE SKIP	9	249	23.9%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

Question 22H

Tape Pos. 808-808
Format: I1

F1N22H R REPEATED GRADE 7

Grade 7

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	115	11.0%	19.2%
DOES NOT APPLY	2	495	47.5%	80.8%
RESERVED CODES:				
NO BY OR NSS DATA		80	7.7%	(MISS)
MISSING	8	104	10.0%	(MISS)
LEGITIMATE SKIP	9	249	23.9%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

Question 22I

Tape Pos. 809-809
Format: I1

F1N22I R REPEATED GRADE 8

Grade 8

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	105	10.1%	19.4%
DOES NOT APPLY	2	505	48.4%	80.6%
RESERVED CODES:				
NO BY OR NSS DATA		80	7.7%	(MISS)
MISSING	8	104	10.0%	(MISS)
LEGITIMATE SKIP	9	249	23.9%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: This variable includes base year data for base year participants who were not required to complete a new student supplement.

Question 22J

Tape Pos. 810-810
Format: I1

F1N22J R REPEATED GRADE 9

Grade 9

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	43	4.1%	31.0%
DOES NOT APPLY	2	87	8.3%	69.0%
RESERVED CODES:				
BY RESPONDENTS NOT MAPPED		765	73.3%	(MISS)
NO BY OR NSS DATA		80	7.7%	(MISS)
MISSING	8	35	3.4%	(MISS)
LEGITIMATE SKIP	9	33	3.2%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: No comparable item existed in the base year. As such this variable does not include base year data.

WARNING: For the user's convenience, this display distinguishes between types of missing cases coded blank. However, because both types of missings are coded blank, SPSS and SAS runs will not be able to distinguish between them.

Question 22K

Tape Pos. 811-811
Format: I1

F1N22K R REPEATED GRADE 10

Grade 10

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	40	3.8%	28.5%
DOES NOT APPLY	2	90	8.6%	71.5%
RESERVED CODES:				
BY RESPONDENTS NOT MAPPED		765	73.3%	(MISS)
NO BY OR NSS DATA		80	7.7%	(MISS)
MISSING	8	35	3.4%	(MISS)
LEGITIMATE SKIP	9	33	3.2%	(MISS)
TOTALS:		1043	100.0%	100.0%

NOTE: No comparable item existed in the base year. As such this variable does not include base year data.

WARNING: For the user's convenience, this display distinguishes between types of missing cases coded blank. However, because both types of missings are coded blank, SPSS and SAS runs will not be able to distinguish between them.

```
-----------------                              
Question F1DAJFLG                              Tape Pos. 812-812
-----------------                              Format: I1

F1DAJFLG  ADJUSTED WEIGHT FLAG

                                                      PER-   WGTD
      RESPONSE                   CODES       FREQ     CENT   PCT
     ----------                ---------     -----   -----  -----
NO 1FU MAIN QUEX..............       0        256    24.5%  27.8%
1FU MAIN QUEX.................       1        787    75.5%  72.2%
                                             -----   -----  -----
 TOTALS:                                     1043   100.0% 100.0%
```

```
-----------------                              
Question F1DQAJWT                              Tape Pos. 813-822
-----------------                              Format: R10.4

F1DQAJWT  ADJUSTED F1QWT

                                                      PER-   WGTD
      RESPONSE                   CODES       FREQ     CENT   PCT
     ----------                ---------     -----   -----  -----
17.3141 TO 10044.682..........  1.0000        787    75.5% 100.0%
RESERVED CODES:
  MISSING.....................   .0000        256    24.5% (MISS)
                                             -----   -----  -----
 TOTALS:                                     1043   100.0% 100.0%
```

```
-----------------                              
Question F1DPAJWT                              Tape Pos. 823-832
-----------------                              Format: R10.4

F1DPAJWT  ADJUSTED F1PNLWT

                                                      PER-   WGTD
      RESPONSE                   CODES       FREQ     CENT   PCT
     ----------                ---------     -----   -----  -----
20.1368 TO 10529.213..........  1.0000        589    56.5% 100.0%
RESERVED CODES:
  MISSING.....................   .0000        454    43.5% (MISS)
                                             -----   -----  -----
 TOTALS:                                     1043   100.0% 100.0%
```

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